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ABSTRACT

Annual reports from 45 states, the District of Columbia, and three Canadian provinces are presented. They focus on problems, activities, achievements, and other areas of interest to the postsecondary education community. Each state commission on higher education reviews such topics as pertinent legislative actions, priorities, enrollment, governance, and budgeting. (LBH)

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# HIGHER EDUCATION IN THE STATES

Published by the Education Commission of the States

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**In This Issue:** This issue contains annual reports from 45 states, the District of Columbia and three Canadian provinces focusing on problems, activities, achievements and other areas of interest to the postsecondary education community. Of the 45, 5 states were received after the publication deadline but are included after the Canadian provinces at the end of the issue: California, page 228; Missouri, page 231; New Jersey, page 234; North Dakota, page 235, and Oregon, page 237. No reports were received from Delaware, Massachusetts, Nevada, Vermont and Wyoming.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## ALABAMA

Commission on Higher Education
1504 Union Bank Building
60 Commerce Street
Montgomery, Alabama 36104
John F. Porter Jr., Executive Director

*1975 Legislation: 1) Appropriations*

The 1975 regular session of the Alabama legislature adjourned in the early hours of the morning on October 10, 1975, 10 days into the next state fiscal year. The three major issues concerning education during the session were: (1) The education appropriation bill, which was under consideration during the last day and evening, was not passed prior to adjournment. Because of the absence of an appropriation bill for the operation of education in the state, the governor by executive order directed appropriations to the various education agencies so that their operations could be continued until the legislature was able to pass an appropriation bill. In a special session the appropriation bill was approved in mid-November and the increases appropriated for all of education in the state were handsome. Appropriations for higher education exceeded the Commission on Higher Education's recommendations by some $24 million. The passage of this appropriation bill brought warnings of dire consequences for the next fiscal year. The constitutionality of the governor's action—funding education by executive order—was challenged in a court suit and found to be unconstitutional after the fact. (2) The general fund appropriation bill, from which almost all state operations in Alabama other than education are funded, received approximately $30.4 million in revenue which normally is earmarked for education. (3) The state assumed control of formerly private Athens College, the state's oldest institution of higher learning. The college will be operated by the State Board of Education as an upper-division institution. Acquisition of this college, an action contrary to the recommendations of the Commission on Higher Education, was accomplished by a line item appropriation in the education bill.

*2) General Fund*

*3) Private College to Public*

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*Off-campus Activities Report*

A joint committee of four junior college and four senior college presidents, which had been working for several months on issues related to off-campus activities, presented its report for official commission action early in 1976. The report was subsequently approved by the commission thereby setting the stage for its implementation. The process sets stringent requirements, self-imposed by the institutions but subject to scrutiny by the standing committee on off-campus activities, that require strict reporting and review of proposed new off-campus offerings as well as an ongoing review of current off-campus programs. Implementation of the plan is expected to be under way by early fall 1976.

*Proposed 1977 Appropriations*

The funding recommendations for postsecondary education for fiscal year 1977 were developed by the commission and presented to the legislature in early 1976. The recommendations, based primarily on student-driven funding formulas, represent a proposed increase for postsecondary education of 5.2 percent over the current fiscal year's budgets. This recommendation recognized the tremendous strides that have been made in the funding of all of education in Alabama in the past few years and took into account the impending fiscal crisis facing the state in fiscal year 1977. Even though these recommendations represent a one-year stopgap measure for a long-range problem, in the absence of new revenue sources this budget recommendation reflects, in the commission's judgment, the maximum support which the state can afford for postsecondary education during the next fiscal year. The executive budget presented by the governor differed somewhat from the commission's recommendation. The governor has recommended a 2.8 percent decrease in funding for postsecondary education, holding health sciences constant. His recommendation for total education funding for fiscal year 1977 represents a 2.1 percent decrease over the current year's funding. At the time of this report, the appropriation bills are still under consideration by the legislature and the outcome is as yet unknown. However, the senate-passed version reduces the instruction component of university funding by 4 percent from the current year's funding.

*Change in Commission*

After attempts during the 1975 legislative session to abolish the Commission on Higher Education failed, legislation to strengthen it was passed by the senate only to die in committee in the house. Legislation has been introduced again in the 1976 session to grant the commission additional authority in the area of new program approval.

## ALASKA

University of Alaska
Fairbanks, Alaska 99701
Robert W. Hiatt, President

Because of the retirement of the person who was the major contact for and contributor to *Higher Education in the States* and a realignment of the responsibilities of the administrative staff of the university, it was not possible for the state to submit a full annual report this year. Major issues considered by the 1976 legislature included a measure to split off the community colleges from the university system (SB 658) and one that would have created two community-college divisions (CSH 144). Both measures were defeated.

*Community College Governance Change*

*Salary Increases*

The legislature approved a general 11.18 percent cost-of-living salary increase for all nonbargaining unit staff of the university, retroactive to January 1,

1976, and another 5 to 6 percent for salary schedule placement and general increases for faculty other than the community college bargaining unit.

## ARIZONA

Board of Regents
1535 West Jefferson
Phoenix, Arizona 85007
Lawrence E. Woodall, Executive Coordinator

*Institutional Directory*

For the second year, the Arizona Commission for Postsecondary Education (ACPE) has updated, published and distributed the *Directory of Postsecondary Educational Institutions in Arizona*. This 1976 edition shows an increase in the number of institutions from 239 to 259. In addition to information concerning names and addresses, available programs of study, length of programs and their costs, this new directory identifies those institutions which indicated that they provide financial aid programs for their students. Plans call for this to be an annual publication of the ACPE.

*Enrollment*

The Arizona University System experienced an increase of 10 percent in headcount enrollments at the three universities for fall 1975 when compared with fall 1974, as follows: University of Arizona, increased from 27,016 to 29,050 or 7.5 percent; Arizona State University, from 31,021 to 34,770 or 12.1 percent; and Northern Arizona University, from 9,133 to 10,086 or a 10.4 percent increase.

*New University Branch*

The Arizona legislature in its 1976 session passed legislation providing for a committee to study and make recommendations relating to the feasibility of establishing a branch of Arizona State University in western Maricopa County for upper-division and graduate studies. The committee is to make a report to the legislature no later than January 1977.

*Regents' Priorities*

The president of the Board of Regents, upon taking office this year, presented a group of suggestions for major items requiring priority action during the year. These items, which were concurred in by the board, are as follows:

—Completion and update of the long range plan;

—Completion of a duplication study of academic programs at the three universities and implementation of its recommendations;

—Initiation of a costing study by major academic disciplines and by levels at the three universities as a possible basis for allocating resources;

—Reexamination of the method of acquiring additional faculty, the so-called use of 22 students to 1 faculty member formula as a basis for budgeting for undergraduate programs;

—Coordination with other state agencies to develop a documentation formula for budget preparation;

—Development of procedures and guidelines to control local fund expenditures by the universities as per a recently established policy of the regents;

—Revision and update of the regents' code of ordinances and bylaws;

—Establishment of a better working relationship with the state legislature through a legislative liaison committee;

—Development of positive and meaningful communications with the students at the three universities;

—Initiation of an intensive effort to eliminate the legal problems confronting the board and work toward reducing the underlying causes of these problems.

*Guide for 2-year Transfer Students*

*The Arizona Higher Education Course Equivalency Guide*, published jointly by the Board of Regents and the State Board of Directors for Community Colleges, was updated this past year. The guide is designed to help community college students who wish to transfer academic credit to the four-year colleges and universities in Arizona. A student or counselor can use the guide for immediate information on the transferability of any course currently being offered by a community college in the state.

*Community Colleges: 1) New Campus*

The legislature approved a $500,000 appropriation measure for payment of the state's share of capital outlay for construction of an additional campus (Aravaipa) for the Pinal County Community College District (Chapter 152).

*2) State Aid Formula*

The legislature also passed Senate Bill 1222, which revised the method of computing state aid to community colleges. The appropriation will be based on an estimated full-time equivalent enrollment, which is fully endorsed by the state community college system. If the actual enrollment is less than the estimate, funds will be reverted to the state. If actual enrollment exceeds the estimate, the district will not be compensated for the excess.

*3) Insurance*

HB 2137 was enacted into law and requires the community college district boards to obtain their own insurance on community college buildings. The community colleges have been obtaining their own insurance in previous years. However, a law enacted last year would have required the State Insurance Department to contract for all insurance. HB 2137 was successful in putting control back at the community college level.

## ARKANSAS

Department of Higher Education
122 National Old Line Building
Little Rock, Arkansas 72201
M. Olin Cook, Director

*Special Legislative Session*

There was not a regular session of the Arkansas General Assembly in 1976, but a brief special session was held in the spring of 1976. Most of the higher education items in this session were enacted for the purpose of making corrections. A total of $108,000 was appropriated to the University of Arkansas at Pine Bluff to be utilized in equalizing salaries with similar institutions in the state. This institution is the only predominantly black state-supported institution.

*Salary Equalization*

*Enrollments*

Fall 1975 headcount enrollments in state-supported institutions increased by 20.4 percent over the fall of 1974. Community colleges increased by 73.3 percent and senior institutions by 12.5 percent. The percentage of part-time and off-campus students continues to increase. The staff of the Department of Higher Education continues to work on the programs outlined in the approved college and university desegregation plan. Several teams from the U.S. Office for Civil Rights have visited institutions in the state during the past year to evaluate progress and conduct investigations.

*Deseg egation*

*Governor's Conference*

The 1202 commission assisted with the first "Governor's Conference on Postsecondary Education." Recommendations from this conference are being published and follow up is being planned by the 1202 commission. A second directory of postsecondary education institutions was published during the year that included a new section on available student financial aid. A study of student financial aid has been completed and plans are to

*Directory*

*Student Aid Study*

follow up on recommendations of the study. Work for the next year for the 1202 commission includes an update on the present role and scope statement.

*Role and Scope*

The first awards under a newly established state scholarship program were made during 1975-76. This program provides scholarships for residents of the state who attend for their first year an Arkansas college or university. Three institutions have been declared ineligible to participate in this program by the Board of Higher Education. A court suit has been filed which questions the constitutionality of this program, but as of June 1976 the suit is still pending and the program has continued to operate uninterrupted. The Academic Common Market developed by the Southern Regional Education Board is in its second year of operation. The number of Arkansas residents attending out-of-state graduate schools continues to increase and Arkansas has added several of its graduate programs in the Academic Common Market.

*Student Aid*
*1) New Program*

*2) Court Suit*

*3) Academic Common Market*

The 1975 General Assembly enacted legislation directing the Board of Higher Education to develop criteria for the offering of courses or awarding of degrees by out-of-state institutions in Arkansas or for in-state institutions desiring to award degrees. During the year the procedures and criteria have been adopted by the board. Three out-of-state schools have been approved for awarding degrees in Arkansas and three in-state schools which have not previously awarded degrees have been approved to do so.

*Courses/Degrees Approval Criteria*

House Concurrent Resolution Number 22 of the 1975 legislature requested that the Board of Higher Education develop a statewide plan for vocational-technical education, including recommendations for kindergarten through doctoral programs. The plan was approved by the board in April 1976 and was presented to the Joint Interim Committee on Education in May.

*State Vocational Education Plan*

During the early part of 1976 much time was spent by the department staff with the assistance of institutional advisory committees in the restudy of budget request formulas for institutions of higher education. As a result of this study, revised formulas have been approved by the Board of Higher Education and requests for appropriations have been presented to the Department of Higher Education for consideration for the 1977 legislative session.

*Budgeting Formulas*

## COLORADO

Commission on Higher Education
1550 Lincoln Street, Room 208
Denver, Colorado 80203
Frank C. Abbott, Executive Director

Of overriding interest to those who read the year-by-year reports from the states must surely be, for Colorado, the application to the Commission on Higher Education's staff this year—and to a somewhat lesser degree to two governing board staffs—of the budgetary cleaver, also known as the "meat ax." Since its establishment in 1965, the commission has been tolerated by the institutions and others interested in particular higher education projects to no small extent because of its role in reviewing and making recommendations on higher education capital construction and operating budgets. Though budget review and recommendation has never been regarded by the commission as its central function, the role has occasioned a certain awe or respect. The frustration of special interests brought about by the interven-

*Commission Budget Cuts*

tion of a state higher education agency that is independent of any institutional or local interest is substantial.

*Legislative Support vs. Nonsupport*

The apparent support of the agency by the Joint Budget Committee—in Colorado the single most powerful force in state government policy making—has been crucial to the commission's viability. This year that support was withdrawn. The committee proposed in its appropriation bill a drastic rewriting of the coordinating system by simply cutting the staff in half and narratively stating that certain core functions of the agency would be carried out by the Office of State Planning and Budgeting, an executive branch agency established in 1975, and others by central services. The commission was directed to continue its administration of the coordinated statewide extension program (with half the staff) and administration of the state student aid program. For its fundamental roles in information collection, analysis and reporting, program review and statewide planning its core staffing was reduced from 17.7 full-time equivalent employees to 6.

The reasons for this drastic action are as difficult to track as a bunny in a thicket. There are at least as many reasons as there are legislators, and other observers of the Colorado scene have their own interpretations. There is some truth and some error in almost all of the accounts. An important point is that within the legislature no systematic consideration had been given to alternatives or even to the clear definition of problems in the current system.

*Statewide Planning Task Forces*

As reported last year, preliminary reports of eight statewide planning task forces which were developing the third iteration of our statewide plan were completed. The commission had launched the Task Force on Governance and Process, which included in its membership two legislators not from the six-member Joint Budget Committee (JBC) and a representative of each of Colorado's six governing boards, recognizing that a periodic review of commission purposes and roles, of governing structures and of alternatives may be crucial to maintenance of understanding and to the viability of the system. The very first recommendation of the task force was: "The coordinative principle of organization at the state level in higher education should continue." Its criticisms of the commission related to the multiple layers of the budget review process that are to be found in any coordinating board state where the board exercises budget review authority at a detailed level. It recommended that the commission withdraw from detailed budget review and that it focus on fiscal policy issues. The decision of the JBC to create a crisis in the state higher education agency surely was the product of many considerations and forces. However, in Colorado when the JBC is unfriendly, friends are indeed hard to find and the views of the JBC in recent years have prevailed with awesome certainty. The former JBC staff director, now head of the Office of State Planning and Budgeting, has indicated in all candor that it's a relatively simple matter that 10 years ago no one could believe any information relating to higher education, the budgeting system was a shambles and, as the commission had developed both an authoritative information base and an excellent budget system, "we don't need you any more."

*Reduction in Commission Activities*

With a severely reduced staff, most of the commission's information systems are in a holding pattern. It will not engage in budget review at the level directed by the statutes and its ability to critique and make recommendations on institution master plans and facility program plans will be limited. The promised consolidation of the eight task force reports and production of an updated statewide plan must be significantly reduced or set aside. Top priority in the areas of planning and program review will be given to (1)

*Planning and Program*

efforts to delineate the qualities and characteristics of alternative structures for state postsecondary education planning, coordinating and governing; (2) to assisting the governor's higher education study group, which is analyzing alternatives in an effort to prepare proposals for the next legislative session; and (3) following a year of preparation, to launching a process of review of current academic programs in cooperation with the institutions and governing boards.

*Review Priorities*

It was reported a year ago that Colorado was moving into the final year of a four-year effort to develop automated data bases, reporting and modeling systems in all public institutions, related significantly to NCHEMS* projects including the Information Exchange Procedures (IEP). This effort during the past year eventuated in significant information for budget review purposes but in the initial year of reporting was not intended for nor used in making interinstitutional analyses which resulted in budgetary recommendations. This entire project has, of course, been terminated, but the capabilities now available on all campuses as a result should assist materially in institutional management. It has been stated that the commission's IEP project and institutional reactions thereto caused the JBC action on the commission's appropriation for 1976-77. In the executive director's opinion, this reason is as valid as about 99 others and has about the same amount of truth and error as the others.

*Automated Information Exchange*

There was relatively little action affecting higher education in the 1976 legislative session, a short session year during which only topics listed by the governor are subject to legislative action. The governor had listed faculty collective bargaining, explicitly restricted to elementary-secondary education. With the Democrats in the majority in the house and the Republicans in the senate, it was an intensely political year and as a result, collective bargaining for public school teachers passed in the house but died in the senate. A measure to extend to Colorado residents in regionally accredited private institutions the state student aid programs that have been provided for the public sector was introduced for a second year, again with commission support. The bill was narrower in scope and was reduced from $2.2 million to $250,000. The bill passed the house but failed in the senate. While the constitutional question was only one of the issues, it would appear that the recent Maryland decision should improve the chances for passage in 1977.

*Collective Bargaining*

*Student Aid for Private*

## CONNECTICUT

Commission for Higher Education
340 Capitol Avenue
Hartford, Connecticut 06101
Louis Rabineau, Chancellor of Higher Education

Total enrollment in all Connecticut colleges and universities increased again in 1975 as it has annually for over two decades. The overall increase was modest, from 147,533 in 1974 to 149,484 in 1975, a gain of 1.3 percent. Public four-year institutions were virtually constant with last year, while independent four-year colleges made modest gains. The technical colleges made the greatest gain in full-time students with a 12.9 percent increase, followed by the community colleges with a 7.1 percent gain. Part-time enrollments increased by 10.8 percent at the University of Connecticut and

*Enrollment*

*National Center for Higher Education Management Systems

by 4.7 percent at the state colleges, but fell off in the community and technical colleges, a change attributed to increased student cost through the shift of programs from state-funded to auxiliary services-funded activities.

*Degrees Awarded*

During the academic year 1974-75, a total of 26,083 degrees was awarded. This included 4,845 associate degrees, 13,825 bachelor's degrees and 7,413 advanced degrees. Women earned 47.1 percent of all degrees, compared to 44.6 percent in 1974.

*Appropriations*

During 1975-76, higher education in Connecticut continued to feel the impact of the state's economic condition and constituent units were restricted to the current year spending level of $130.5 million of an appropriation of $132.1 million. This represented a decline from a spending level of $135.8 million for 1974-75. The appropriation of $140.9 million for 1976-77 includes $7.3 million based upon a projected increase in general fund income from increases mandated for tuition assessments. The major part of the reduced spending came from controls placed on hiring of personnel, limitations on equipment purchases and deferred maintenance.

*Budgeting Task Force*

The fiscal condition of the state has also been a major factor toward developing a more efficient budgeting system. Presently each unit of higher education must prepare its annual budget in four or more formats to satisfy the requirements of various offices and agencies that must recommend, approve and use it. Beginning in September 1975, a series of meetings were held resulting in the formation of a budgeting task force representative of several involved agencies. The task force will work on ways to simplify budgeting procedures so as to meet the needs of boards of trustees, the Commission for Higher Education, the Office of Finance and Control, the auditors and the legislative and executive branches of government.

*Computerized Data Collection*

A critical element in the simplified budgeting procedures will be the use of computerized data collections. All public units of higher education are coding expenditures down to the department level, NCHEMS* programs are being initiated to change various departmental cost centers to standardized cost centers and summary programs are being written to take data placed in the expenditure data base and properly arrange them for various budget documents. Two intermediate systems have been developed to take information in various forms and allow direct access to NCHEMS programs. Information required for collective bargaining is also being furnished by such direct access techniques.

*Collective Bargaining*

Under a 1975 law, state employees are given the right to engage in collective bargaining. The law provides that each board be considered an employer and faculty and professional employees have selected bargaining agents. The community colleges chose the Association of Federal, State, and County and Municipal Employees Union (AFSCME); the state college faculties, in a runoff election involving the American Federation of Teachers (AFT), chose the American Association of University Professors (AAUP); other state college professionals chose the AFT; the University of Connecticut faculty has chosen the AAUP; and other professionals have not yet chosen an agent. Actual bargaining has begun in some units but has not reached the stage of formal agreements.

During the year, the Commission for Higher Education pursuant to its accreditation authority directed 16 institutional evaluations and 21 program

*National Center for Higher Education Management Systems

evaluations, performed under the advice of the Standing Committee on Accreditation of the Connecticut Council on Higher Education. Evaluations were conducted by a total of 124 educators and specialists representing 91 different institutions and organizations, 50 of them outside of Connecticut. In each of the evaluations, recommendations from the specialists are reviewed by the standing committee and prepared for action by the commission. Thirteen institutional evaluations and 17 program evaluations resulted in concluding actions.

*Evaluation and Accreditation*

$3,185,387 in student financial assistance was distributed to an estimated 5,691 students in 390 institutions of higher education in 38 states. These funds were available from six programs administered by the commission and are in addition to institutional funds. Connecticut's Office of Veterans Affairs in Education (OVAE), established in 1974, has concentrated on (1) insuring uniform administration of the veterans' tuition waiver in the public sector of higher education, (2) improving opportunities for the educationally disadvantaged as well as veterans in hospitals and prisons, (3) increasing the number of institutions receiving federal grants under the Veterans Cost of Instruction Program and (4) providing various kinds of assistance for 10,471 veterans enrolled as of November 1974 in the state's colleges and universities. OVAE was instrumental in the passage of a scholarship bill for Vietnam veterans attending private colleges and universities and has been mandated by the General Assembly to survey federal and state veterans' medical programs. In addition, all of the programs begun during OVAE's first year have been expanded to include cooperative efforts from supporting federal agencies.

*Student Aid*

*Aid for Veterans*

The *Biennial Supplement, 1976* of the *Master Plan for Higher Education in Connecticut 1974-1979* was reported to the governor and legislature this year. The commission developed this updated and supplemental document in cooperation with the constituent units of higher education and with the involvement of other state agencies and persons from the public. The document expands the scope of the master plan by introducing three new considerations—proprietary schools in postsecondary education, accessibility to postsecondary education for the physically disabled and continuing education and community service. In addition, the supplement had three other features: (1) a review of the status of implementation of the first 117 recommendations in the master plan, (2) the revision of 16 original recommendations and (3) a report on the work of four study groups which were exploring the feasibility of new areas for master planning efforts.

*Master Plan Supplement:*

The master plan now includes eight recommendations regarding relationships with proprietary schools with a focus on greater acceptance of these institutions in postsecondary education, the provision of financial assistance for their students, transferability of credit and representation on the Commission for Higher Education and advisory groups. Sixteen recommendations were made to improve accessibility of the physically disabled to postsecondary education. They focused on the removal of architectural barriers, the establishment of an information clearinghouse and the designation of certain institutions to offer special services, residence and instructional facilities in the community, state technical and state colleges.

*1) Proprietary Schools*

*2) Handicapped*

The commission adopted six recommendations regarding continuing education which focus on the establishment of equitable charges to part-time and extension students, the development of regional cooperation in offering and providing information on programs and the establishment of equivalent status for continuing education faculty. Study groups developed position

*3) Continuing Education*

*4) Other Areas*

papers, provided basic background information and identified key issues in the areas of graduate education, research, teacher education and personnel policy. Other topics suggested for further study were allied health manpower training programs, the wider use of technology in instruction, increased cooperation among libraries and learning resource centers and "steady state" management. In the fall of 1976 the commission, with the assistance of its management policy group and review and evaluation committee, will be determining the areas of concern to be addressed in the second biennial update of the master plan.

*Governance Structure:*
*1) Single Board*

The 1976 General Assembly devoted major attention to the structure of higher education governance and to student financial assistance. Several bills were prepared proposing alternative methods of governance and the Joint Committee on Education held extensive hearings in the state for three months before adopting a bill to provide a single board of regents for the state system of public higher education, which was also adopted by the house. Several alternatives to this proposal were generated by the senate and later by the house as political opposition developed. Differing actions by each house led to the creation of a committee on conference charged to reconcile the differences between a recommendation for further study, as agreed to by the senate, and a bill to consolidate the community and technical colleges, as agreed to by the house after the senate had rejected the earlier regents' proposal. The report of the committee was postponed indefinitely on the last day of the legislative session. However, the legislature's Program Review and Investigations Committee voted to study the structure and performance of higher education governance and to report their recommendations to the 1977 session. A commission to study the structure of state government, created by the governor, will also report its findings at that time.

*2) 2-year/Technical Colleges Consolidation*

*3) Structure Studies*

*Student Aid Legislation and Tuition Increases*

Another legislative action proposed the creation of an administrative structure for student financial aid independent of the Commission for Higher Education and operated through its own personnel rather than by contract with the Educational Testing Service as is now the case. The legislation was vetoed by the governor and not overridden by subsequent legislative action. Student financial assistance was significantly increased when the institutions of higher education were authorized to waive or remit tuition for up to 10 percent of full-time student enrollment. Coupled with this legislation was a companion provision which increased tuition by $50 at the community colleges and by $190 at the university, an amount sufficient to offset the tuition waivers and to provide additional funds for institutional operation. Out-of-state tuition rates were also increased.

*Veterinary Medicine*

Special funds were provided for veterans enrolled in independent colleges and for limited numbers of students seeking to be enrolled in optometry and veterinary medicine. The intent of the state to establish its own school of veterinary medicine was indicated in the appropriation of $50,000 to fund a study to develop a plan for opening such a school at the medical-dental center, beginning in 1977. The legislature adopted a regional plan last year but it failed from lack of endorsement by other New England states.

*Proprietary Schools*

Two proposals by the commission were submitted to the General Assembly. One measure providing proprietary school representation on the commission did not receive favorable committee action. The other authorized the commission to contract with proprietary schools for facilities, programs or services as it now does with independent colleges. This bill was enacted and signed by the governor.

## DISTRICT OF COLUMBIA

Commission on Postsecondary Education
1329 E Street, NW, Suite 1023
Washington, D.C. 20004
Eloise S. Turner, Executive Secretary

*Postsecondary Education Reorganization: New Public University*

The most significant action affecting postsecondary education in the District of Columbia during 1975-76 was final passage in November 1975 of "The District of Columbia Public Postsecondary Education Reorganization Act Amendments." This bill encompasses D.C. City Council amendments to HR 15643, which authorized the establishment of the University of the District of Columbia from a consolidation of the three existing public institutions of higher education by June 30, 1976 (subsequently delayed by further council action until August 1, 1977). The 15-member Board of Trustees of the university, replacing the Boards of Higher Education and Vocational Education which governed the three existing institutions, has been appointed and began meeting in May 1976. Ronald H. Brown, director of the Washington bureau of the National Urban League, has been elected chairman. The board's charges will include, among others, effecting the consolidation, which must have at least two major components—liberal and fine arts and vocational and technical education—selection of a chief executive officer for the university and development of a long-range plan.

*Institutional Licensure*

A major issue resulting from the above legislation concerns licensure of institutions of higher education, formerly a responsibility of the Board of Higher Education, which the legislation specifically prohibited from being transferred to the Board of Trustees. This function is particularly significant and, in some cases, costly in the District of Columbia. Several institutions located in other states (such as the University of Southern California and Antioch College) also operate and are required by law to be licensed in the district, and a number of foreign institutions (American College in Paris, Richmond College in Surrey, England) obtain U.S. licensure in the district. The D.C. City Council is currently developing legislation to create a licensing agency, but received considerable comment in testimony concerning a first draft, particularly with respect to the status of existing institutions, some of which are chartered by Congress; proprietary schools, currently licensed by the D.C. Business Licensing Branch; and a functional conflict with the responsibilities of the D.C. Commission on Postsecondary Education.

*Planning Activities*

The Commission on Postsecondary Education in its first full year of operation has been active in the areas of Section 1203 planning, Title I and Title VIA. It meets on approximately a monthly basis and members have been active in assisting D.C. legislative and administrative bodies, institutions and community groups in the resolution of postsecondary education problems. Planning activities have included analytic reports on degree and award programs of institutions of higher education in the district; degree and award programs at public institutions in the District of Columbia, Delaware, Maryland and Virginia; programs and enrollment at noncollegiate institutions of postsecondary education in the district; the annual analysis of HEGIS* data; a report in process of enrollment of differentiated D.C. residents by state of current enrollment; and a compilation of these and other reports and data for use by the new board of the University of the District of Columbia.

*Reports and Analyses*

*Title I Program*

The Title I program has been particularly productive and effective during 1975-76. A program of paralegal training for the elderly and legal assistance

*Higher Education General Information Survey

provided to the elderly in storefront clinics and public housing facilities has been most successful. Other projects include provision of technical assistance to community planning organizations, documentation of procedures of D.C. administrative agencies in order to improve community access and compliance and provision of assistance to the D.C. government in improving services to the deaf and blind. Staff monitoring activity has been increased and visits are now made on approximately a monthly basis, which has proven most helpful both to the project staff and the commission. 1976-77 programs will concentrate upon services to the elderly and technical assistance to the D.C. Advisory Neighborhood Commissions, experimental subunits of the D.C. government authorized under the Homerule Charter of 1974. The Title VIA allotment to the district was allocated in 14 small grants to 9 institutions, which the commission believes to be the fairest use of very limited funds.

*Title VIA*

*Private Sector Study:*

In the private sector, a study previously authorized by the Consortium of Universities of the Washington Metropolitan Area (American University, Catholic University of America, George Washington University, Georgetown University, Howard University, Gallaudet College, Mount Vernon College and Trinity College) is being implemented. Standing campus committees, established by the member university presidents, have been meeting jointly to begin implementation of the recommendations of the study that are designed to achieve two major objectives: (1) through cooperation to improve the quality of academic programs in the consortium universities generally and to achieve excellence in those areas where joint action holds this promise and (2) to husband the financial strength of the members through careful, selective and jointly planned retrenchment made necessary by the almost certain prospect of substantial enrollment reductions in the years ahead. The campus committees consist of the chief academic officer of each campus, its budget officer and a faculty member of the academic senate of each institution. The committees of each member institution meet jointly and then work with larger campus committees to implement common agreements.

*Interinstitutional Objectives and Agreements*

In addition, the wide variety of agreements that have been entered into among the member institutions during the past 11 years are now continuously being recategorized and serve to govern the cooperative interrelationships among the institutions. These agreements range from full-fledged academic joint programs (such as the joint mathematics graduate program) to agreements on the part of member libraries to acquire in specialized areas agreements for joint purchasing, for sharing computer facilities, etc. It is expected that financial constraints and reduced enrollments over time will result in more extensive cooperative activity.

**FLORIDA**

State University System of Florida
107 West Gaines Street, Suite 210
Tallahassee, Florida 32304
E. T. York Jr., Chancellor

The past year in the State University System of Florida has been highlighted by an intense struggle with the 1976 legislature for adequate funding, the initiation of collective bargaining negotiations with a faculty union, expanded efforts to improve management and efficiency and authorization for enrollment limitations.

*Appropriations*

Despite efforts by a hostile senate leadership to make sharp cuts, the legislature funded the university system with about the same level of general revenue increases provided other major areas of government. An effort by education forces to push through a tax increase which would have provided increased funding for all levels of education failed during the closing days of the session. The legislature appropriated $396 million for all budget entities (excluding contacts and grants, etc.) for the 1976-77 fiscal year. $272.3 million came from general revenue ("tax dollars"), an increase of approximately 5.5 percent over 1975-76. The university system received for educational and general budget purposes $191.6 million in general revenue, an increase of $7.5 million over the current year. In order to provide the universities maximum flexibility in use of the appropriated funds, the legislature continued and expanded the "lump sum" authorization voted last year. The lump sum is allocated to the universities by the Board of Regents according to established formulas.

*Salary Increases*

The legislature provided funds to permit salary increases averaging 4.63 percent for faculty and administrative and professional employees of the university system. The appropriations bill contained proviso language which stated the "first priority for salary funds shall be the elimination of any existing salary inequities based on sex." Funds were provided also which would provide pay increases averaging 8.8 percent for career service employees of the system. No funds for salary improvement for any state employees, including university personnel, were provided by the 1975 legislature. The 1976 legislature also appropriated $22.9 million to the university system from bond funds backed by the gross receipts tax on utilities for capital outlay.

*Capital Outlay*

*Collective Bargaining*

In a systemwide collective bargaining election conducted March 2-3, 1976, the United Faculty of Florida (AFL-CIO) was designated as the exclusive bargaining agent for more than 5,400 faculty and administrative and professional employees of the university system. Negotiations between the Board of Regents and the UFF began on April 19 and these negotiations are continuing.

*Enrollments*

In proviso language of the 1976 general appropriations bill, the state universities were authorized to accept 5 percent fewer students during the 1976-77 academic year than are funded during 1975-76. This action was legislative recognition of the inadequacy of its funding level for the universities insofar as the maintenance of quality is concerned. As a result, enrollments in the nine state universities next fall will be about the same or slightly less than the 1975 fall total of approximately 112,000 (headcount). The state universities had been expected to enroll some 5 percent more students in the fall of 1976 than were enrolled in 1975. This means that there will be several thousand qualified students who cannot be accommodated next year. Community colleges in Florida also are expected to restrict enrollments in the fall of 1976. In other proviso language, the legislature limited new undergraduate enrollments in teacher education programs so that there will be no more than 10,462 full-time-equivalent students in the nine colleges of education, approximately the level of current enrollments. Enrollments in these colleges declined by more than 10 percent during the past year by natural attrition.

*Enrollment Restrictions*

*Osteopathy and Optometry*

The 1976 legislature appropriated $90,000 to Florida International University for planning and implementing a school of osteopathy and $100,000 for planning and implementing a previously authorized school of optometry. Neither of the new programs had been requested by the Board of Regents.

*Student Regent*

The student lobby was successful in pushing through the 1976 legislature a bill to add a student to the nine-member Board of Regents. If the bill becomes law, the governor would appoint a student who would serve a one-year term and the appointment would be rotated each year among the nine universities. The governor has indicated that he would veto the bill. An effort to reduce the nine-year terms of the regents to five years was defeated in the legislature.

*Management Improvement*

*Program Review*

*Role and Scope Study*

A program to improve management and efficiency in order to make more effective use of tax dollars was intensified during the year by the Board of Regents and the universities and a program of evaluation and control of academic programs was stepped up. In October 1975, the regents formally endorsed a comprehensive review process for all existing degree programs. The objective of this process is to have each authorized degree program stand for a review and reaffirmation periodically, within a five- to six-year time frame. In addition, the regents launched a systemwide role and scope study to take a new look at the mission of the nine state universities.

*Administration Reorganization*

Under the direction of the chancellor, who assumed office July 1, 1975, the central office of the Board of Regents has been reorganized to reflect the realization that new and emerging functions, as well as functions identified as being less effective, would have to be carried out without any substantial increase in resources. Major efforts are being carried out systemwide to identify wasteful or unproductive administrative procedures. In response to a directive from the 1975 legislature, a systemwide task force working under direction of the central office explored and developed more than 20 recommendations regarding systemwide reductions in administrative work. These recommendations are being implemented as actions to accomplish them are authorized by the regents, by state agencies and by the legislature.

*Private Institutions' Contracts*

Under provision of a 1975 law, the Board of Regents adopted rules establishing cost studies and review procedures for contracting with private accredited colleges and universities in Florida for services and facilities. The law authorizes the regents to contract for a program or facility if it can be demonstrated that the state needs can be met at lower cost than by establishing a new program or constructing a new facility at one of the state universities. Several significant efforts were initiated during the past year to increase public support for higher education. During the fall and winter months, the chancellor and nine university presidents traveled over the state to 13 key cities to meet with legislators, community leaders, alumni, students, faculty and the general public in a series of "town hall" type gatherings emphasizing the role of the universities in serving the state and its citizens. These "Report to the People Meetings" attracted some 3,300 Floridians, generated media exposure estimated to have reached more than half the state's population and won a national award in July 1976.

*"Town Hall" Meetings*

*Citizen Advisors*

Councils of advisors were appointed by the universities to provide a broad base of citizen involvement and interest in Florida higher education. These councils serve in an advisory capacity. A Citizens' Commission on the Future of Florida's Public Universities has been authorized by the Board of Regents. This blue ribbon commission will examine the major policy issues affecting public higher education in the state and will report to the regents in early 1977 on the programs, progress, potential and problems of the State University System.

## GEORGIA

Board of Regents of the University System
244 Washington Street, SW
Atlanta, Georgia 30334
George L. Simpson Jr., Chancellor

*New Junior College*

The University System of Georgia, composed of 32 universities and colleges, had a year of continued growth and development, particularly in the areas of enrollment and improvement of the quality of instruction at both undergraduate and graduate levels. The system increased from 31 to 32 institutions with the addition of Waycross Junior College, scheduled to open for enrollment in the fall of 1976. A full range of academic programs will be offered in the first year, including standard transfer programs and special career programs. Many of the career programs are cooperative with the Waycross-Ware County Area Technical School. Enrollment in the University System increased 13,239 or 11.4 percent from the 1974 fall quarter to the 1975 fall quarter. In 1974, 115,755 students were enrolled and in 1975 the enrollment increased to 128,994. The enrollment for the 1975 summer quarter was the largest summer enrollment that the system has ever had.

*Enrollments*

*New Degree Programs*

Several new degree programs were approved during the year, including a doctoral degree in child and family development at the University of Georgia and three master's degrees in early childhood education at senior colleges in the system. A major in occupational therapy under the master of health education degree was also approved, as were bachelor and associate degrees in respiratory therapy. A three-year predentistry program leading to a bachelor degree was agreed to between the Medical College of Georgia and the University of Georgia. More interest is being shown in cooperative programs, with an associate in animal health degree approved for Fort Valley State College as a cooperative program with the University of Georgia and career ladder programs in both data processing and secretarial science agreed to by Georgia State University, Kennesaw Junior College and a vocational-technical school. Technical courses and junior college credits are accepted toward a baccalaureate degree in business administration under these programs. A number of associate degrees, many of them in four-year colleges, were approved during the year.

*Cooperative Programs*

*Health Professions*

The health professions are continuing to grow, both in number of programs and total enrollment. A total of 102 programs are offered in 28 of the 32 colleges and universities of the system, with the nursing programs having the largest growth in the group. These significant increases in the allied health sciences are expected to continue in the future as programs in this area which have recently been approved for implementation begin full operation.

*Public Service Programs*

Public service programs conducted in the University System during the year reflected the system's high degree of awareness at the institutions of the need for extensive and diverse forms of higher education beyond those provided in the classrooms and laboratories of the traditional campus settings. During the year, 5,910 nondegree continuing education programs were conducted with 4,212,572 participants for 7,087,781 participant-hours. Typical programs conducted included conferences, seminars, short courses, workshops, symposiums, institutes, exhibits and demonstrations of techniques. There was progress during the year in the University System's program to facilitate increased use by state government agencies of public service programs of the system institutions. There were more than 6,800 participants in 181 development and training programs conducted for these

*Research*

agencies. The major research effort of the system takes place in the four university-level institutions—the Medical College of Georgia, Georgia State University, Georgia Institute of Technology and the University of Georgia. Some 1,800 proposals requesting more than $100 million were submitted to interested funding agencies during 1975-76 and in the same period more than 1,200 grants totaling $42 million were awarded in support of previously proposed research activity.

*Testing Program*

The tests required in the regents' testing program of all undergraduate students in all institutions are serving a good purpose. Including the writing of an essay, the tests do much toward seeing that all students have satisfactory competence in reading and writing. The tests are administered at the system level and each institution has a special studies program designed to help students who are having difficulty with the tests. The program was implemented in the fall of 1974 and includes courses in reading, mathematics, English grammar and composition and group and individual counseling in all of these areas. In the beginning, the students enrolled numbered 6,000; during 1975-76 the enrollment reached almost 10,000 and scores on the tests indicate that many students are benefiting from this program.

*Studies Abroad*

In the summer of 1976, the system is completing the 11th year of its very successful "Studies Abroad Program." This program is for the benefit of qualified students in all institutions of the system. The school of arts and sciences of Georgia State University is responsible for the general administration of the "Studies Abroad Program," and this summer it has an enrollment of 120 students.

*Legislation:*
*1) Regents Immunity*

A number of legislative actions were enacted in 1975-76 which directly or indirectly affect the system. The most important action was the restoration of the applicability of the doctrine of "sovereign immunity" to the Board of Regents. A legislative resolution proposed an amendment to the Georgia Constitution authorizing and directing the regents to establish a program

*2) Aid to Elderly*

whereby citizens of Georgia 62 years of age or older may attend units of the system without charge. Medical, dental, veterinary or law school attendance would not be included and the student would not be counted for budgetary purposes. The amendment will become effective if approved by the voters in the general election in the fall of 1976. The grants made to eligible students attending private institutions in the state were reduced to $400 per student

*3) Aid to Private*

per academic year and summer term grants were eliminated. The $400 grant limit begins with the 1976-77 academic year and can be increased to $600 if funded by the legislature.

*Faculty Tenure*

The policy governing the award of tenure to faculty members, which was approved in February 1975, was implemented in 1975-76 and has worked well throughout its first year. All institutions in the system are operating in accordance with the new policy and seem to be benefiting from it. The

*and Salaries*

system lost approximately $11.5 million in personal services funds in a special session of the legislature. The system was subsequently sued by the Georgia Conference of the American Association of University Professors for

*AAUP Court Suit*

failing to honor pay raises provided in contracts already signed by some professors. The case was eventually decided in favor of the plaintiffs by the Georgia Supreme Court on the basis that the system was not immune from suit under the doctrine of "sovereign immunity." The legislature provided

additional funds in a supplemental appropriation early in 1976. Financial resources are allotted to the Board of Regents in lump sum by the legislature and the board then makes allocations to each institution. As it is unconstitutional for the state to go into debt, each institution must operate without a deficit and it is the responsibility of the president of each institution to operate and manage the affairs of his institution. The regents' central office staff furnishes supervision and counsel to all institutions covering academic, financial, public service and all other activities of the institutions.

## HAWAII

Board of Regents
University of Hawaii System
2444 Dole Street
Honolulu, Hawaii 96822
Fujio Matsuda, President

*1202 Commission*

The State Postsecondary Education Commission has a full complement of members with the appointment of 4 nonuniversity representatives who join 11 members of the Board of Regents of the University of Hawaii System. Total registrations in the system for fall 1975 were 62,026 or a 9.7 percent increase over the previous fall semester. Enrollment at Manoa, the large urban university campus, declined somewhat while enrollments at the seven community colleges and a rural four-year college increased.

*Enrollments*

*East-West Center*

On July 1, 1975, a nonprofit public corporation, the Center for Cultural and Technical Interchange Between East and West (the East-West Center) assumed full responsibility for the center. The center, located on the Manoa campus, had been a University of Hawaii entity since its inception in 1960.

*Agriculture*

A new undergraduate college of agriculture within the University of Hawaii at Hilo opened in fall 1975. However, the graduate and research programs, as well as an undergraduate program, remain at the Manoa campus in Honolulu.

*Funding and Costs*

During the year, while state allocations of funds to the university increased, purchasing power decreased as a result of increased enrollments and escalating costs for utilities, services and supplies. Similar results are anticipated for the coming year.

*New Four-year Branch*

A four-year West Oahu College, the tenth campus within the University of Hawaii System, opened with upper-division courses in January. It joined the existing university, four-year baccalaureate and seven community college campuses.

*Program Review*

A review of the university's graduate and research programs has commenced with a study and report by a three-member external review team.

*Student Exchange*

The university will be a participant in the Western Interstate Commission for Higher Education (WICHE) graduate student exchange program beginning July 1, 1976.

*Collective Bargaining*

During the year, negotiations with employee unions, including the faculty bargaining agent, on primarily compensation issues were successfully concluded. Also, several promotion and tenure cases went to arbitration as provided for in the collective bargaining contract.

## IDAHO

State Board of Education
614 West State Street, Annex #2
Boise, Idaho 83720
Milton Small, Executive Director for Higher Education

***Board Responsibilities Change***

The State Board of Education, with seven members appointed by the governor and the state superintendent of public instruction as ex officio member, has a wide range of authority, formalized by executive reorganization effective July 1, 1975, which gives the board responsibility for coordinating Idaho's entire public education system.

***Appropriations***

For fiscal year 1975-76, the Idaho legislature appropriated a lump sum of $44,261,800 in state general funds to the board for distribution to the state colleges and universities for general education, an increase of 17.11 percent over the previous year's appropriation. The legislature also gave each state employee a $360 across-the-board pay increase. Higher education also received separate appropriations for construction, equipment purchases and special projects. The 1976 legislature authorized a 1976-77 lump sum general fund appropriation of $48,429,000 for general education, an increase of 11.39 percent, which included a $250,000 contingency fund for unanticipated requests during the fiscal year. The legislature authorized an improved health insurance plan for state employees.

***Salary Increases***

The 1976 legislature passed a separate "longevity pay" measure awarding 2.5 percent salary increases for state employees for each 5 years of continuous service up to a maximum of 20 years. Higher education's share for distribution totaled $715,400. The board by unanimous resolution announced its opposition to the longevity system on grounds it substituted "survival" for performance.

***Two-year Colleges Funding***

For fiscal year 1975-76, general funds totaling $2,279,200 were appropriated for the two junior colleges, an increase of $455,800 over the previous year's appropriation. For fiscal year 1976-77, the junior colleges received $2,788,100. Idaho statutes require distribution of the lump sum by formula which provides for division according to the ratio each school's average full-time student enrollment bears to combined enrollment at the College of Southern Idaho and North Idaho College. The exact nature of the State Board of Education's relationship to the two colleges is not clear and appears to be similar to the relationship between the board and school districts which are also partially supported by local taxes. Although the legislature considered an interim study proposal to examine legal references to the junior colleges, the study was not approved.

***Student Aid***

In its third year of operation, the state scholarship program awarded 26 scholarships of $1,500 each to outstanding Idaho high school seniors. The scholarships, 19 for academic studies and 6 for vocational training, will be renewed each year if students maintain satisfactory academic standards until academic students earn a first degree or vocational students complete training. Scholarship funds are appropriated by the legislature and grants may be used at any public or private institution in the state.

***Information Exchange***

The board's staff continues to work toward implementing the Information Exchange Procedures (IEP) to enable the state institutions to "cost" fully all programs. IEP should be implemented by July 1978. A residual benefit of the project has been identification of inconsistent practices and procedures at the various institutions. The board's curriculum committee—academic vice

presidents of higher education institutions—meets monthly to study new program proposals. Notices of intent are circulated on all campuses for review and, if approved by the committee, are expanded to full program proposals which also are circulated. The committee reviewed 18 notices of intent in 1975-76 and recommended 13 full proposals to the board.

*New Program Proposals*

The State Board of Education conducts annual curriculum reviews, studying similar academic programs at different institutions at the same time. For each review institutions conduct self-evaluations, out-of-state consultants visit each campus and participants meet for a two-day review to discuss programs and hear consultants' preliminary remarks which are followed later by full reports. Recommendations based on the findings are sent to the board for consideration. The board still is awaiting an Idaho Supreme Court decision on its first curriculum review, the 1974 examination of architecture programs at Idaho State University and the University of Idaho. As a result of the review, the Board recommended phasing out the five-year program at ISU, with ISU to continue a two-year preparatory program leading to a transfer to the full UI program. ISU students filed a class action lawsuit contending, among other things, that the ISU bulletin listing five-year program requirements represented a contract between the student and the institutions. A district court agreed with the students and issued an order requiring continuation of the ISU architecture program until all students enrolled had completed the course. The board appealed the decision.

*Program Review*

*Court Suit on Program Phase-out*

As Idaho does not have a medical school, the state, studying the problem of access, has entered the WAMI (Washington, Alaska, Montana, Idaho) Regional Medical Program of the University of Washington school of medicine. The legislature appropriated funds to "buy" 20 seats per year for Idaho residents in the program emphasizing rural medicine and family practice. During the 1976 legislative session, funds were appropriated to purchase an additional five seats for Idaho residents at the University of Utah. Idaho has entered into a cooperative program with the Washington State University's Northwest College of Veterinary Medicine to provide seats for Idaho residents. Also under the board's supervision is the family practice residency, a three-year postdegree program, and the program with Creighton University for dental training.

*Medical and Veterinary*

*Dental*

Enrollments increased in Idaho's postsecondary programs during 1975-76, both for headcount and full-time equivalency. During the fall semester, 24,972 students enrolled in academic programs, a 7.5 percent increase in headcount over the previous year, and another 5,030 students enrolled in nonacademic programs. An academic full-time equivalent comparison showed a total average increase of 4.8 percent from the spring of 1975 to the spring of 1976. The University of Idaho charter, which predates the state's constitution, may prohibit a resident tuition charge for all but professional or extra studies. There also is a statutory prohibition against resident tuition at any higher education institution for all but graduate, professional or extra studies. In early 1976, a legislative committee considered a proposed constitutional amendment to allow resident tuition at the university, but held the proposal after the board announced its opposition and promised a study of the current fee structure. Until legal action is instituted and a court decision rendered, there is no binding definition of "tuition" or "fee" and the board's authority to charge a resident tuition if it wished remains in doubt.

*Enrollments*

*Tuition Prohibition*

The Postsecondary Education Commission (1202) advisory council has begun a study of all sources of postsecondary education in Idaho, including

*1202 Commission Study*

offerings by churches, businesses, special interest organizations and volunteer groups. The State Board of Education, as the commission, approved an advisory council recommendation to consider a policy to give academic recognition to nonacademic postsecondary educational experiences. Each of the higher education institutions administers continuing education programs in its region which are coordinated through quarterly meetings of the board. For spring semester of 1976, continuing education enrollment was 2,518, an increase of 34.4 percent over spring semester of 1975.

*Continuing Education*

*Income Tax Credits*

The 1976 legislature approved a bill allowing income tax credits for charitable contributions to nonprofit institutions of secondary or higher education. The credit to individuals may not exceed 20 percent of the total income tax or $50, whichever is less, while the tax credit for a corporation may not exceed 10 percent of the tax or $500, whichever is less.

## ILLINOIS

Board of Higher Education
500 Reisch Building
119 South Fifth Street
Springfield, Illinois 62701
James M. Furman, Executive Director

*Master Plan*

In February 1976, the Board of Higher Education adopted *A Master Plan for Postsecondary Education in Illinois*, bringing to completion a two-and-a-half year study effort. This plan is designed to serve as a general blueprint for developments in finance, programs and construction over the next decade. It projects enrollment increases through the early 1980s, followed by decreasing enrollments and asks institutions to continue reallocation, increase productivity and achieve better utilization of facilities to accommodate the enrollment increases. It is also recommended that there be increased state support of postsecondary education programs to offset the effects of inflation and that tuition charges at public universities be increased gradually to a level of one-third of instructional costs. The plan suggests general program directions for public institutions; recommends expansion in several areas, such as health professions education programs; and emphasizes the importance of affirmative action in all postsecondary education efforts.

*Enrollments*

For the 22nd year, fall 1975 headcount enrollments increased at Illinois colleges and universities. Headcount enrollments increased 65,313 (11 percent) over fall 1974 to a total of 658,200. Between the first and second terms of the 1975-76 year, headcount enrollments decreased 2.4 percent, while full-time equivalent enrollments were down 5.3 percent. Part-time enrollments, however, increased slightly by 0.9 percent.

*Appropriations*

For fiscal year 1976, the governor accepted the Board of Higher Education's recommendation of $810 million for postsecondary education operations and grants and the legislature appropriated slightly more than this recommendation. In anticipation that the state would not collect as much revenue as originally projected, the governor cut all appropriation bills by 6 percent. This reduction amounted to $41.4 million for postsecondary education. The result was an operations and grants budget of $770.1 million, compared to $715.9 million appropriated in fiscal 1975, which will allow 1976 salary increases of 7 percent. Capital appropriations approved by the governor totalled nearly $143 million.

*1977 Budget Recommendations*

In January 1976, the board adopted fiscal year 1977 budget recommendations which provided $860.6 million in operations and grants and a total of nearly $98 million in construction funds. The recommendations included tuition increases at public universities to generate $11.3 million, salary increases of 7 percent, scholarship grants to over 105,000 students and increased aid to private institutions. In March, the governor recommended an operations and grants increase of $41.7 million and construction projects totalling $39.5 million. The governor's budget provided a 2.5 percent salary increase, partial funding for projected community college enrollments and no funds for program development. As of mid-June, appropriation bills in the General Assembly were reflecting a compromise increase between the board and the governor's budgets. In anticipation that appropriations for operating expenses would be less than recommended by the board, several state universities were placing enrollment ceilings on the 1976 fall term.

*Enrollment Ceilings*

*New Programs Approved*

During fiscal year 1976, the Board of Higher Education approved 46 new academic units for public universities and since January 1975 has approved 60 of the 124 new programs requested by public universities. For the 39 public community college districts, the board approved 184 new academic units during the year, including certificate and associate degree programs, contractual arrangements with proprietary schools and apprenticeship training programs. In January 1976, the board approved amended guidelines for the review and approval of new doctoral programs. The guidelines give primary responsibility to the board staff to make recommendations concerning the need for a program and whether it unnecessarily duplicates existing programs, and gives responsibility for assessment of quality to a commission of scholars appointed by the board. In May, the board received a plan for reviewing doctor of arts programs at the end of a five-year experimental period.

*Doctoral Programs Review and Approval*

*Educational Television*

In October 1975, the Board of Higher Education completed a survey of educational television equipment and facilities in Illinois. By the end of the fiscal year, the board had appointed an Educational Television Coordinating Commission, with representation from elementary-secondary education as well as public and private colleges and universities. The ETV developments, as well as other activities involving postsecondary education and elementary-secondary education, were coordinated through the Joint Education Commission. This commission, established by state statute, consists of three members from the Board of Higher Education and the Board of Education. During the past year, policies recommended and adopted by the Joint Education Commission were a procedure for determining program needs, funding policies and reporting procedures in vocational education; a transfer of degree-granting authority for private colleges and universities from the Board of Education to the Board of Higher Education; and cooperative procedures regarding the development of programs and processes leading to teacher certification.

*New Joint Education Commission*

*Student Aid*

In September 1975, the board received a report regarding student financial aid programs. It indicated that Illinois undergraduate students received $121 million in fiscal 1975 in nonrepayable gift assistance, of which $71 million was from state-appropriated funds. Gift assistance increased 7 percent for students at public universities, 60 percent for public community college students and 10 percent for students at private institutions. Undergraduate students borrowed a total of $41.6 million in fiscal 1975. During the current year, Illinois State Scholarship Commission monetary awards were granted to 92,000 students, the largest number in history and a 14,000 increase over

fiscal 1975. The Illinois Guaranteed Loan Program was expected to assist 33,400 students with $50 million in loans during the current year.

*Federal Planning Funds*

*1976-77 Planned Studies and Activities*

During the current fiscal year, the Board of Higher Education received federal planning funds through Section 1203 of the Education Amendments of 1972. These funds were used for studies relating to the master plan adopted by the board and the development of a computerized management information system (MIS). In addition to the continued development of the MIS, the board has initiated or plans to undertake next year: (1) implementation of a computerized student financial aid management system on several university campuses, (2) a study of the needs of part-time students, (3) identification of priorities and qualitative measures for development of graduate education programs at public and private universities, (4) a study of teacher education programs to identify future requirements, (5) an update of an inventory of programs offered by private colleges and universities as a means of providing better future program coordination between the public and private sectors, (6) the development of state policies concerning priorities for research subjects and the financing of research, (7) an analysis within the state of library space and acquisitions, (8) the development of a plan for educational/instructional television, (9) a survey of allied health programs, (10) a reassessment of enrollment projections, (11) the development of a statewide programmatic plan for public community colleges, (12) the development of a procedure for arbitrating duplication in off-campus programs, (13) the development of program recommendations for paralegal education, and (14) codification of existing state postsecondary education laws.

*Cooperative Programs*

*Aid to Private Institutions*

*Health Education*

During the current fiscal year, the board administered several state and federal grant programs. The board allocated $350,000 through provisions of the Illinois Higher Education Cooperation Act for the development of cooperative and innovative programs. Another $6.8 million was allocated to private colleges and universities in accordance with the provisions of the Illinois Financial Assistance Act for Nonpublic Institutions of Higher Learning. These grants are on the basis of the enrollment of Illinois residents. The board also allocated $18.9 million through the Health Services Education Grants Act for the support of health education programs at private institutions and for capital construction at nonprofit hospitals affiliated with public medical schools. $50,000 was allocated for the support of the "Fifth Pathway" program, which provides a means whereby graduates of foreign medical schools are eligible for examination and licensure in medicine in the state after completing a year of supervised clinical training at an Illinois medical school.

*Affirmative Action*

*Collective Bargaining*

In May 1976, the board approved an affirmative action plan for its staff, including specific recommendations concerning recruitment, setting of salaries, promotion and grievances and goals for increasing female and minority group representation at certain staff positions. The Board of Governors of State Colleges and Universities, governing five institutions, became the first governing board to direct an election in which university faculty were asked to indicate their opinion about collective bargaining. Those voting indicated an overwhelming preference for collective bargaining, and the system will hold an election in fall 1976 to determine a bargaining agent for the system. Illinois does not have a collective bargaining law for higher education.

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## INDIANA

Commission for Higher Education
143 West Market Street
Indianapolis, Indiana 46204
Richard D. Gibb, Commissioner

*Legislative Liaison*

The Commission for Higher Education found 1975-76 to be a relatively "quiet" year. The legislative liaison group, created in 1975 for the purpose of maintaining a liaison between the commission and the legislature, was appointed but has never met.

*Appropriations*

The budget recommendations of the Commission for Higher Education for the six publicly supported institutions were approved by the house. However, a much lower amount was approved by the senate. A conference committee arrived at a budget increase which was less than that requested by the commission and approved by the house but more than that approved by the senate. No legislative bills of major significance which would affect public postsecondary education were approved by the General Assembly. The operating budget appropriation bill specifically prohibited tuition increases for the next year.

*Studies:*
*1) Tuition and Fees*

The Commission for Higher Education is currently involved in a study of fees and will be making recommendations to the governor and legislature prior to the next legislative session. Hearings with the public college presidents and their administrations, the independent colleges and universities, the students and others are currently being held.

*2) Continuing Education*

A comprehensive study of adult continuing education was begun in the late summer of 1975. Most of the data has been collected but it has not yet been analyzed. As soon as it is analyzed, recommendations will be made concerning long-range plans for adults in continuing education.

*3) Health Education*

It is anticipated that a comprehensive study of health education will begin in the next few months and probably will not be finished until late 1977.

## IOWA

State Board of Regents
Grimes State Office Building
Des Moines, Iowa 50319
R. Wayne Richey, Executive Secretary

*Appropriations:*
*1) Regents' Institutions*

Significant legislative activity this past year centered on providing capital and operating appropriations for the Board of Regents for the second year of the current biennium. The legislature appropriated $173,656,300 for general operation of the institutions under the regents, a 12.1 percent increase over appropriations for 1975-76, $2.5 million for replacement of federal fund losses in 1975-76 and $2.9 million to replace additional federal fund losses occurring in 1976-77. The legislature also appropriated a total of $16.5 million to the regents for capital projects including debt service for prior years.

*2) Area/Community Colleges*

$29.8 million was appropriated in general state aid to the area schools and community colleges, an increase of approximately $4 million over the previous appropriation. $1.35 million was appropriated for equipment upgrading and $8,285,000 for matching federal vocational funds for the area schools and community colleges.

*Optometry Education*

In other actions, the legislature authorized the Higher Education Facilities Commission to negotiate the purchase of seats in schools of optometry throughout the country and authorized a study of the need for a school of optometry in Iowa. $9.5 million was appropriated for the Iowa Tuition Grant Program which was expanded to include part-time students and hospital nursing school students, effective in 1978. This represented an increase of $500,000 over the current year for the program. Appropriations of $350,000 were provided for the state scholarship program and $150,000 for the state vocational-technical tuition grant program.

*Student Aid*

*Performance Audit*

During the 1976 session a bill was passed establishing a performance audit division in the Legislative Fiscal Bureau, the duties of which would include preparing a list of state agencies for performance audit and evaluation, review of operations of state agencies to ascertain that funds appropriated have been or are being expended for the purpose for which they were made, evaluation of the effectiveness of programs in accomplishing legislative intent, and study of the operations, practices and duties of state agencies as they relate to efficiency of the utilization of space, personnel, equipment and facility. Another major provision of the bill was a "sunset provision" in which the General Assembly will examine the need for the continued existence of state agencies, including the regents, at least every six years in accord with a schedule provided in the act. The bill was vetoed by the governor.

*"Sunset" Law*

*Collective Bargaining*

A rider to the regents' appropriation bill passed in the 1976 session states that the regents shall continue to act as a "public employer" with respect to collective bargaining for its academic, professional and scientific and other employees who are exempt from the regents' merit system. This issue had become quite controversial with respect to the division of responsibility between the governor and the board of regents. The legislation is subject to interpretation by the Public Employment Relations Board. Legislation not enacted in 1976 included a bill to establish a comprehensive postsecondary coordinating and planning agency for Iowa, a measure opposed by the regents. This is the fourth successive session in which such legislation was proposed but not acted upon. Also not acted upon was funding for a regents' statewide external degree program.

*Statewide Coordination and External Degrees Defeated*

*Enrollments*

Enrollment figures in fall 1975 showed that the number of students in postsecondary education in Iowa was up 7.6 percent as compared with a 2.1 percent increase reported a year ago. The largest percentage gain was made by the two-year institutions with the area community colleges showing a 19.8 percent increase and the private junior colleges a 7.5 percent increase. The regents' universities increased by 6.3 percent and the private colleges and universities with an increase of 1.2 percent, reversed a prior downward trend. The only decrease in enrollments occurred in the professional and technical colleges where there was a 2.5 percent decline.

*Long-range Planning*

*Program Review*

*Budgeting*

Early in spring 1976 the regents approved a long-range academic planning and program review process, which combines long- and intermediate-range planning and the review of academic programs and proposes to set priorities for resource allocation. Responding to a legislative mandate, the regents completed work on a uniform budgeting and accounting system. The board also approved a proposal on program budgeting in response to another legislative mandate.

Other planning and coordinating items of note in Iowa include the completion of a study on nontraditional/continuing education by the Higher

Education Facilities Commission utilizing its federal planning funds. The study, conducted by the College Entrance Examination Board and Educational Testing Service, surveyed the needs of nontraditional students in Iowa, inventoried current nontraditional delivery systems and made a series of recommendations for improvements. The recommendations are currently being studied and it is anticipated that recommendations for implementation of new nontraditional programs will be forthcoming during the next year. A statewide radio network consortium was formed consisting of radio stations under the direction of the regents' universities and new radio stations at the merged area community colleges in western and other unserved parts of Iowa.

*Nontraditional Education Study*

*Educational Radio*

The Board of Regents has two major studies under way, one regarding tuition policy aimed at establishing tuition rates for the next biennium and another concerning the regents' governance responsibilities toward the state schools for the blind and the deaf. Several new additions to the regents' staff were approved during the past year including a research assistant, merit system staff and an employer relations director. The latter is being provided to assist the regents in carrying out responsibilities with respect to collective bargaining. A new salary plan was approved for the board staff, similar to salary plans adopted by the regents for several of its institutions for professional and scientific employees.

*Studies of Tuition and Governance*

*Regents' Staff*

**KANSAS**

Board of Regents
Merchants National Bank Tower
800 Jackson, No. 1416
Topeka, Kansas 66612
Max Bickford, Executive Officer

The 1976 legislature enacted several bills which will directly affect the Board of Regents and the institutions under its jurisdiction, including authorization of appropriations from the state general revenue funds for operating the state colleges and universities of $155.2 million, an increase of $16 million from the previous year. Although this represents an increase of 11.5 percent, it is down from the 20.7 percent increase the previous fiscal year. Capital improvement appropriations for fiscal year 1977 from the general, education building and federal revenue sharing funds amounted to over $25 million, compared to $21 million for fiscal year 1976. The governor recommended to the legislature virtually all of the building projects requested by the regents and the legislature responded with record appropriations for new construction and remodeling. Over $1.3 million was appropriated to the regents to allocate on a statewide priority basis for special repairs and maintenance projects. Recognizing the need for continued support in this area, the governor recommended increasing appropriations in future years.

*Appropriations*

*Capital Improvements*

The legislature approved 8 percent faculty salary increases at five of the regent institutions and a 9 percent increase at one, along with a 10 percent increase in other operating expenditures at all institutions. The regents and the governor had recommended 10 and 11 percent faculty salary increases at the universities and colleges respectively and a 12 percent increase in other operating expenditures.

*Salary Increases*

Apart from appropriation measures, probably the most significant legislation

*Regents to Govern Technical Institute*

affecting the Board of Regents was the enactment of SB 625 which transferred responsibility for the governance of the Kansas Technical Institute, a two-year school of engineering technology, from the State Board of Education to the regents, effective July 1, 1976. The legislature continued its support for medical and allied health education. Currently, 10 positions in out-of-state schools of dentistry and optometry are purchased for Kansans and funding for these was continued. The 12 medical scholarships and 4 osteopathic scholarships funded initially last year were continued, but an effort to increase the number of scholarships failed by a narrow margin.

*Health Professions Education*

*Rights of Privacy*

The legislature acted on several other proposals dealing with higher education. In order to comply with the 1974 federal Family Rights and Privacy Act, the legislature passed an amendment requiring governing bodies of public education institutions to adopt policies by January 1, 1977 in accordance with federal law and regulations respecting the right of privacy of students and their families. Efforts to amend the "meet and confer" law adopted by the legislature several years ago failed during the 1976 session. The amendments were designed to clarify legislative intent as the law relates to the state colleges and universities in particular, as well as other public employees. The meet and confer process initiated a year ago at one college continues to be the format for faculty communication at that institution. The faculty association and the Board of Regents failed to arrive at an agreement on the distribution of faculty salary money and an impasse was declared by the association. After federal mediation and a hearing before the Public Employee Relations Board, which found in favor of the regents, the association filed a suit in district court. This suit was later dropped. At the present time, the association has filed a temporary restraining order against the regents to prevent the payment of proposed salaries effective July 1, 1976.

*"Meet and Confer" Law*

*Studies of Faculty Workload and Off-campus Activities*

A statewide faculty workload study was completed approximately a year ago and was published during the year. The Board of Regents has commissioned a study of off-campus course activities, including a review of current board policies, administrative practices and proposed directions for the future. That study is expected to be completed sometime in the fall.

## KENTUCKY

Council on Public Higher Education
Capital Plaza Office Tower
Frankfort, Kentucky 40601
Harry M. Snyder, Interim Executive Director

*Comprehensive Long-range Plan*

In 1975-76, as in 1974-75, the principal effort of the Council on Public Higher Education was the development of a comprehensive long-range plan for higher education in Kentucky. The first phase of the planning effort was completed in January with the publication of a report, *Kentucky and Comprehensive Planning for Higher Education: A Phase One Report on Issues, Problems, and Needs.* The report contains the proposed goals for higher education in Kentucky, assumptions about the future upon which to base a plan and the issues, problems and needs confronting the Kentucky higher education community along with recommendations and proposals for their solution. The issues were developed by several task groups, some of which worked for nearly two years to develop their individual reports. In February the council began the second phase of the planning effort, the

development of Kentucky's first comprehensive plan, scheduled for completion in early 1977.

*Areas Included in Plan*

The plan will include statewide perspectives for higher education coordination, needs for programs and services and enrollment projections and will contain academic, facilities and financial components. It will also include new role and scope statements for all of Kentucky's public and private institutions, the relationship of programs to statewide needs, a review of graduate and professional programs at the public universities, a state-level structure for providing new and expanded programs through interinstitutional cooperation, a description of the development and maintenance of facilities and the projected financial needs for the statewide system of higher education. The plan will provide the foundation on which the 1978-80 biennium budgets of the public institutions and the council will be based.

*Tuitions*

Because of increasing costs and increasing demands on state general funds, the council began developing a tuition rationale which can be used as a basis for charging students an equitable portion of instructional costs. Initial work indicated that the policy will require a surcharge for out-of-state students and that graduate and other high-cost programs will have higher tuition rates.

*Cost Study*

The cost study, by academic discipline and by field of study, will hopefully provide a basis for determining tuition charges.

*Funding Formula*

In cooperation with the public universities, the council began developing a formula funding technique for the institutions' use in preparing their state general fund budget requests. Preliminary efforts have indicated that the method finally developed will be based upon student-faculty ratios by program and level of instruction.

*Uniform Financial Reporting*

The council began the development of uniform practices and formats for use by the institutions in making financial reports to the council and executive and legislative branches of state government. Uniform reporting is expected to improve understanding of the institutions' financial needs and to result in more equitable distribution of state general funds.

*Appropriations*

The regular biennial legislative session was held in early 1976. Kentucky's public higher education institutions were allocated an $88.6 million operating fund increase (some 25 percent) to $446 million for 1976-1978. The increase will maintain public higher education's percentage of total general fund revenue at 18 percent, a level which has existed for the past decade. In addition, the institutions will receive some $85 million for capital projects during the biennium.

*Two-year Courses and Transfers*

The legislature passed other bills which directly or indirectly affect Kentucky higher education. One permits the state's community colleges to offer a lower-division course that any senior institution offers and makes all such courses transferable to all senior institutions.

*Aid to Elderly*

Others waive tuition and fees at the public institutions for persons age 65 and older and increase the number of primary care medical residencies at the state's two medical schools by 76 new positions during the biennium.

*Medical Education*

The legislature also restricted state-funded higher education grants and loans to full-time students and makes vocational and business school students eligible for such assistance.

*Student Aid*

*1202 Commission*

Although a "1202 Commission" had already been established by executive order, the legislature passed a bill creating the agency, named the State Commission for Postsecondary Education. The purpose of the legislation was to reinforce the executive order and to make the commission eligible for state funding. An executive director and staff were appointed and the agency is formally complying with federal requirements for postsecondary education planning.

*Computer Network*

In further development of the state higher education computing network, two large-scale computer service nodes, one providing expanded batch service and the other providing interactive service, have been put into operation. Through inexpensive communications devices and telephone line tie-ins, various institutions in the state have begun using the services provided. Kentucky's Area Health Education System (AHES), coordinated by the council, progressed considerably during 1975-76. Three new AHES regions were designated and nine public and private institutions placed health sciences education students in the field. During the 1974-76 biennium, over 900 health sciences students were rotated through clinical and community programs in the nonurban areas of Kentucky.

*Area Health Education*

*Health Sciences Education Reports*

For the first phase of the council's comprehensive planning effort, the agency's health sciences advisory committee developed and published six reports related to health sciences education in Kentucky. Reports were prepared on allied health, dentistry, medicine, nursing, pharmacy and overall issues common to all health sciences education disciplines. The manpower linkage project, a federal program coordinated by the council, obtained extensive data on health practitioners in Kentucky plus other data about the production and utilization of health manpower in the state and much of these data have been computerized. Additionally, a health manpower forum was established to develop a manpower planning process. This will include linkages between health planning and resource development agencies, educational institutions, the council and other appropriate organizations and agencies.

## LOUISIANA

State Board of Regents
P.O. Box 44362, Capitol Station
Baton Rouge, Louisiana 70804
William Arceneaux, Commissioner of Higher Education

*Program Evaluation*

In the second year since the new state constitution became effective, the Board of Regents has been evaluating the 103 doctoral degree programs offered by public higher education institutions in Louisiana to assess both the quality of and need for each program. Evaluation committees composed of consultants are making on-site inspections of the 53 programs offered on two or more public campuses and are studying institutions' self-reviews concerning all 103 doctoral programs. The evaluation is scheduled for completion in October 1976.

*Funding Formula*

*Budget Requests*

The regents approved the state appropriation formula, revised in 1976, which the public higher education institutions utilized in preparing budget requests for 1976-77. The regents submitted an operating budget request which recommended an increase of $31,593,575 in state support for higher education, representing a 15.9 percent increase in funding over last year. However, the executive budget proposes a 2.6 percent increase for higher education totaling $5,221,664. Capital budget recommendations of $37,060,189 were offered by the regents.

*Program Coordination*

In compliance with the constitutional mandates, the Board of Regents has begun meeting with the Board of Elementary and Secondary Education for the purpose of coordinating programs of public elementary-secondary, vocational-technical, career and higher education. The regents are also fulfilling a constitutional responsibility by developing a comprehensive state

plan for higher education, the first phase of which is to be completed in the winter 1977. In response to concurrent resolutions passed in the 1975 legislative session, the regents conducted three feasibility studies concerning the expansion of higher education in Louisiana. The first study examined the feasibility of establishing a regional school of optometry. Based on the findings, the board recommended that no optometry school be authorized at this time. The second study examined the feasibility of allowing nationally accredited proprietary schools to award associate degrees and the regents recommended that state-licensed nationally accredited proprietary schools domiciled in Louisiana be permitted to award occupational associate degrees. The third study of the feasibility of expanding the two-year Louisiana State University at Alexandria to four-year degree-granting status resulted in the board's recommendation that no expansion occur at the present time.

*Comprehensive State Plan*

*Feasibility Studies:*
*1) Optometry School*

*2) Proprietary Schools Degree Awards*

*3) Two-year Campus Expansion*

The Board of Regents adopted a uniform statewide tenure policy which is part of its statement on academic freedom, tenure and responsibility. For the first time, coordination of public higher education will be facilitated on all state college and university campuses through uniform tenure regulations. The regents also adopted guidelines for the conduct of off-campus activities. Two more projects were undertaken by the board this year, both of which revealed data necessary to the fulfillment of the board's statewide planning responsibility. One project was the examination of Louisiana high school students' American College Test scores, which provided information on the aspirations, financial needs and backgrounds of potential college students. The second project was the implementation of the commissioner's conferences on professional manpower needs. Two professional areas have been studied in relation to the conferences, teacher education and legal manpower.

*Uniform Tenure Policy*

*Off-campus Activities*

*Study of High School Tests*

*Professional Manpower Needs*

## MAINE

University of Maine
107 Maine Avenue
Bangor, Maine 04401
Patrick E. McCarthy, Chancellor

When the second chancellor of the University of Maine was named in June 1975, the most immediate problem was budget. During 1975-76, the university was to receive $200,000 less from the state than it had received in 1974-75 and the legislature had mandated an absolute 10 percent reduction in state funding for 1976-77. Complicating the money issue was the question of university salaries, which were generally perceived to be low and which had not been increased in two years.

*Budget Problems*

One of the chancellor's first acts was to appoint an external salary committee made up of 14 business and professional people that was charged with deciding whether there was a real gap between the university's salaries and salaries at comparable institutions. The conclusion was that a gap did exist that would take $3.5 million to close and the funds should come from savings within the university system, student tuition increases and state appropriations. Based on this information, the university requested from a special session of the legislature an additional $6.4 million—$3.7 million to bring the state appropriation back up to the 1975-76 funding level, $1 million to keep up with inflation and $1.7 million for salary increases.

*Salary Committee*

*Salary Increases*

At the same time, the university trustees began a long-range tuition plan and

*Enrollment Freeze*

in December voted to place a temporary ceiling on enrollments, freezing the fall 1976 headcount per campus at the fall 1975 level. The tuition plan that was adopted set two ranges: 20 to 40 percent of cost-per-student should be paid by Maine residents and 70 to 90 percent of cost should be paid by

*Tuition Increases*

out-of-state residents. In January, the trustees voted to raise both resident and nonresident tuition by $100. It was projected that the systemwide tuition increase would generate $1,650,000.

By April however it was clear that the additional $6.4 million state appropriation would not be approved and that the tuition increases would not be sufficient to meet the university's need. Consequently, the chancellor recommended additional increases in graduate, law school and nonresident undergraduate tuitions. These recommendations were in line with the long-range tuition policy and resulted in a board vote to increase resident graduate school tuition by $100, resident law school tuition by $200, nonresident graduate and law school tuitions by $300 to $400 and nonresident undergraduate tuition by an average $200 for most campuses. In addition, continuing education tuition was raised from $25 to $30 a credit.

*Supplemental Appropriation*

At a special session in May, the legislature agreed to appropriate an additional $500,000 for salaries, $200,000 for employee benefits and $300,000 for student aid, but no other funds were provided.

*Program/Services Cutbacks*

The combined forces of inflation, a static budget and a $2.7 million increase in uncontrollable expenditures forced sizeable cutbacks in services and the discontinuation of 152 positions during 1975-76. Contingency plans for 1976-77 translate into an additional $4 million in lost programs and services, plus another 172 jobs. Because of the potentially disastrous effects of such cutbacks on university programs in teaching, public service and research, the chairman of the board appointed a five-member trustee ad hoc academic

*Academic Planning Committee*

planning committee. This group is charged with reexamining the missions and goals of the university's seven campuses and with making long-term recommendations for use in academic and administrative planning. To complement the work of the committee, consultants have been asked to make long-range recommendations for the future development of university programs in health-related fields and to study teacher preparation programs.

*Collective Bargaining*

Another area of major concern to the university this past year has been collective bargaining. The Maine enabling act, which went into effect on July 1, 1976 provides for the Board of Trustees as the autonomous employer; six specified systemwide bargaining units; exclusion of temporary, probationary, confidential and top level managerial employees; traditional election procedures; specific arbitrations procedures and no right to strike; no delineation of management rights; labor agreements not to exceed two years; and allowance for a student voice in bargaining, but no direct participation.

During the year, the university made considerable headway in its efforts to reach the nontraditional student. Based on the successful model of York

*"College Without Walls"*

County Community College Service, a cooperative outreach effort undertaken in 1973 by the university, the State Department of Education and four private colleges situated in the southern part of the state, Mid-Coast Community College Service (MCCCS), was launched in September 1975. With no new dollars, this coastal "college without walls" attracted three times as many students during its first year as had been projected for its third year enrollment. More than 25 courses were offered each semester and total enrollment per semester was above 500. First year revenues were $69,184, while expenditures were only $65,738.

*Cooperative Programs*

Other cooperative efforts include a four-campus credit interchange whereby students at any one of Aroostook County's four postsecondary institutions will be able to take courses at any campus next fall and a jointly offered two-year secretarial degree program worked out by the University of Maine at Augusta and the Kennebec Valley Vocational Technical Institute. The Postsecondary Education Commission of Maine, which held its first organizational meeting last October, has prepared a report listing all programs of study offered at postsecondary institutions in the state. Other projects begun this past year include enrollment studies, projections and comparisons, a study of the geographic distribution of out-of-state students attending in-state schools in Maine, a comprehensive review of student financial aid programs and a review of current legislation governing the licensing and degree-granting status of postsecondary institutions.

*1202 Commission Projects*

*Sea-grant Institution*

The University of Maine at Orono and the University of New Hampshire at Durham have been awarded joint sea-grant institution status, becoming the first universities to be so named on a cooperative basis. Accompanying the award was a grant of $860,000 to the cooperative institution for 1976.

## MARYLAND

State Board for Higher Education
93 Main Street
Annapolis, Maryland 21401
Sheldon H. Knorr, Commissioner of Higher Education

*New Board for Higher Education and Its Responsibilities*

As a result of legislation enacted by the 1976 General Assembly, the Council for Higher Education on July 1, 1976 was replaced by a new State Board for Higher Education consisting of 11 lay members. The new board has responsibility for: (1) developing and maintaining a statewide master plan, (2) reviewing capital and operating budgets for higher education, (3) establishing guidelines for tuition and fees and for faculty and administrative salaries, (4) administration of the state's program of aid to private institutions of higher education, (5) approving academic programs, (6) accrediting all public and private postsecondary education institutions and (7) coordinating and monitoring the state's desegregation efforts in postsecondary education. Legislation also enacted in 1976 established, under the authority of the board, a Fire-Rescue Education and Training Commission which has responsibility for setting standards for and coordinating training programs for fire-rescue personnel.

*Fire-Rescue Education*

*Governing Board Name Change*

*College Status Change*

*Medical Education Scholar Program*

*College Placement*

*Collective Bargaining*

*Nonresident Students*

Other legislation enacted during the 1976 legislative session redesignated the Board of Trustees of State Colleges as the Board of Trustees of the State Universities and Colleges. This same bill permits Towson State College to assume university status contingent upon its meeting criteria established by the new State Board for Higher Education. Also enacted were bills creating a statewide medical education and training system including centers for comprehensive medical education, an eminent scholar program that will assist public institutions in attracting high caliber professors and a statewide college placement program. A Senate Joint Resolution will result in the establishment of a task force on collective bargaining for public employees, which probably will include a study of collective bargaining in higher education, and another resolution requests the state board to study out-of-state and foreign student attendance at Maryland institutions. Also enacted were several pieces of legislation that continue the state's commitment to preserving a strong private sector of higher education. One bill, for example, permits private institutions to make purchases in excess of $500

*Aid to Private*

through the State Department of General Services and other bills provide state funds for selected capital projects at three private institutions.

*Finance Study*

The state board currently is working on a comprehensive study of post-secondary education finance in Maryland. The board is using as a tool in this study a "Statewide Postsecondary Education Planning Model" (SPEPM) that will assist decision makers in examining the implications of alternative funding policies. The state's program of aid to private higher education continues as an important component of Maryland's total postsecondary education finance system as a result of a June 1974 Supreme Court ruling that confirmed the constitutionality of the program (*Roemer et al. vs. Board of Public Works et al.*)

*Aid to Private Court Suit*

*Institutional Status Changes*

July 1976 marks the close of a transition period for two "new" universities in the state's public higher education system. Morgan State University, which assumed university status in July 1975, is progressing in the development of an urban centered university. The formerly privately owned University of Baltimore, which became a public upper-division institution in January 1975, is developing as a part of the state system. In an effort to broaden access, community college education is being offered in two new locations in the state—Carroll County and the lower Eastern Shore. The board adopted a set of criteria that will be used in evaluating a request by a public four-year college to change its name and/or status to that of a university.

*New Two-year Campuses*

*Desegregation*

Litigation involving Maryland and the U.S. Department of Health, Education and Welfare (DHEW) regarding the desegregation of public higher education in Maryland took place in 1975-76. DHEW announced in December 1975 that it intended to initiate administrative enforcement proceedings which might result in a cutoff of more than $65 million in federal funds to Maryland. On January 5, 1976 the state sued DHEW to enjoin it from taking such action. In a March decision, the chief judge of the U.S. District Court for Maryland ruled in favor of the state. DHEW has appealed the case, which awaits decision in the 4th U.S. Circuit Court of Appeals. Meanwhile numerous other states have indicated that they will join Maryland as amicus curiae in the case.

In spite of the litigation, the state has continued to implement desegregation activities as specified in its desegregation plan. Four new programs designed to enhance desegregation efforts have been started. In cooperation with the State Department of Education, the board is operating a program designed to improve guidance information for high school students and is attempting to increase minority and other races enrollment in graduate and professional schools by collecting and disseminating information about strategies useful in recruiting these students. Through the use of desegregation impact statements, the board has reviewed all new degree programs and facilities for their potential impact on the state's desegregation efforts. The board also has conducted special studies on specific areas of concern such as the retention and progression of students by race and the impact of academic program offerings on the racial composition of student enrollments. In addition, it has published annual and midyear reports on the status of desegregation in the public institutions of postsecondary education.

*Enrollment Projections*

The Board for Higher Education has coordinated participation by the postsecondary education community in the state's executive planning process. As part of its continuing work on enrollment projections, the board published a manual documenting its enrollment projection model and established a task force composed of institutional and segmental representatives which reviewed the projection process and developed common

definitions of terms. In the area of statewide facilities planning, the board in cooperation with segments, institutions and other state agencies has developed sets of space guidelines for the University of Maryland and the state colleges. These guidelines are a valuable aid in the preparation of space projections and capital budgets. In cooperation with the U.S. Office of Education, the board also performed extensive audits of facilities inventories for public and private institutions in the state. In the area of program planning, the board continued its formal academic program review procedures.

*Facilities Planning*

*and Inventories*

*Program Review*

In 1975 the state board took steps to enhance linkages between the state and the federal government. As a result of this effort, several major project proposals have been submitted to the U.S. Office of Education, which has awarded to the board a grant for the design and development of materials to assist administrators in their efforts to comply with Title IX of the Education Amendments of 1972. The responsibility for the administration of community service and continuing education programs under Title I was also transferred from the University of Maryland to the new board.

*State/Federal Relations*

*Title IX and Title I Administration*

The board completed a study of ways in which the state might meet its need for additional manpower in the field of veterinary medicine. The study concluded that a school of veterinary medicine should not be established in Maryland at this time, but that the state should instead explore regional approaches to the problem. The board is currently investigating such possibilities. Similar conclusions were reached in the board's recently completed study of the need for additional optometric manpower. A study of legal education concluded that an additional law school was not needed at this time and outlined ways of enhancing the quality of legal education offered in the state's two existing law schools.

*Veterinary Medicine*

*Optometric and Legal Education*

The board's survey of proprietary institutions in Maryland resulted in a directory of programs and related information. A study of "satellite" programs offered away from the home campuses of both in-state and out-of-state institutions produced an inventory. A faculty workload study and a survey of graduate teaching assistants provided improved information about teaching and research functions in the state's institutions of higher education. Also completed were a study of ways of enhancing the role and image of the predominantly black colleges in the state, a study of higher education in the Baltimore metropolitan region and a study of the future utilization of Charlotte Hall School.

*Studies:*
*1) Proprietary Schools*
*2) Off-campus Programs*
*3) Faculty Workload*
*4) Roles and Future*

In addition, the board is engaged in a longitudinal study of the academic performance records of students enrolled for the first time in public higher education institutions in the fall semester of 1970. The board is also working toward the conclusion of a feasibility study to determine the future use of the Tome Hill School (Bainbridge Naval Station) property.

*5) Student Performance*
*6) Facility Use*

**MICHIGAN**

State Department of Education
Box 30008
Lansing, Michigan 48909
Robert L. Huxol, Associate Superintendent for Higher Education

For the fall of 1975, enrollments in all Michigan institutions of higher education reached 495,599 students (headcount), an increase of 5.5 percent

*Enrollments*

*Appropriations*

from the prior year's record enrollment. State appropriations for operations at public institutions, including community colleges, were $597,622,121. Through the Higher Education Facilities Commission, a total of $304,104 in grants has been recommended for Michigan colleges for undergraduate instructional equipment under Title VI-A of the Higher Education Act. During 1975-76, approximately $2.8 million was allocated to eligible independent colleges, based upon the number of degrees awarded to Michigan residents.

*Aid to Private*

*Community Service/ Continuing Education*

Title I grants of the Higher Education Act totaling $393,750 were disbursed to 11 colleges and universities for the fiscal year of 1976. The grants were directed at projects dealing with adults who are undereducated and underemployed in each of the following categories: (1) older adults, (2) community service agency paraprofessionals and (3) those in local and state penal institutions.

*Institutional Autonomy*

In the first case to come before the Supreme Court of Michigan under the 1963 constitution involving the State Board of Education and university autonomy, the court ruled that the constitution requires the universities to inform the board of proposed programs and their financial requirements, so the board can carry out its advisory duties to the legislature. The independence of the universities and their ability to submit proposals directly to the legislature remain unchanged, the court ruled.

*Legal Education*

Department staff has completed a study of legal education in Michigan which examines need and demand for legal training. The report is presently under review by the State Board of Education. The board voted to support Ferris State College in its establishment and development of a school of optometry. The school enrolled its first class of 25 students in September 1975.

*School of Optometry*

**MINNESOTA**

Higher Education Coordinating Board
550 Cedar Street, Suite 400
St. Paul, Minnesota 55101
Richard C. Hawk, Executive Director

*Planning for the Future*

Much of the activity in Minnesota postsecondary education during the past year focused on planning for the future. A proposal to change the structure and governance of Minnesota postsecondary education was considered and a modification of it almost was approved. Several studies to recommend future state policies were suggested and one comprehensive regional study by the Higher Education Coordinating Board was begun. The 1976 legislature met in a short, nonappropriations year session and passed several laws affecting postsecondary education, but the major achievements during the year were in effectively implementing programs and policies approved by the 1975 legislature.

*Proposed Governance Structure Change*

The legislature devoted many hours studying the structure and governance of Minnesota postsecondary education but adjourned without acting to change it. Focus of the examination was a proposal made by the majority leader of the senate in 1975 to create a superboard to govern all the state's collegiate postsecondary institutions. The proposal was modified in 1976 to maintain the current systems and to authorize the coordinating board to approve, disapprove or modify the budgets of the state universities, community

colleges and University of Minnesota and to present the legislature with a consolidated budget for these systems. Toward the end of the 1976 session, the senate approved a bill with these provisions. The house, however, passed a companion bill which eliminated all references to budgetary authority. Because of the lateness of the session and the wide differences in the bills, no compromise was reached.

*Study of State Postsecondary Institutions*

The stimulus for further debate on the future of the state's postsecondary education was a controversial report published by the Commission on Minnesota's Future. The report, *Tertiary Education*, suggested that several problems exist in Minnesota postsecondary education relating to institutional size, access, management and personnel policies. A major recommendation of the report was that the governor initiate a study for consolidation of postsecondary institutions by establishing a special task force to analyze consolidation issues and prepare recommendations for the 1977 legislature. After studying the report, the board concluded that the need for a special task force to study consolidation had not been demonstrated and that precipitous action to eliminate institutions should not be taken. Savings from closing small institutions would be marginal and since the projected low point in enrollments will equal aggregate enrollments in the current academic year, there is no pressing need to recommend consolidation or expansion. The governor did not establish a special task force.

*Institutional Consolidation*

*Enrollments*

Discussions about the future came while total on-campus enrollment for 1975 at all institutions exceeded projections and increased by almost 14,000 students. Almost all systems showed substantial increases over fall 1974 except for the private junior colleges which experienced a slight decline. Total fall enrollment was 179,735 compared to 165,860 in 1974, an 8.4 percent increase. Increases were 7.6 percent at the state universities, 15.5 percent at the community colleges, 11.6 percent at the public vocational-technical institutes, 6.3 percent at the University of Minnesota and 5.8 percent at private four-year colleges and 40 percent at private professional schools. Despite the increases, dramatic declines at one institution were responsible for the decision to make a special study of postsecondary education in southwestern Minnesota. At the request of the state university system chancellor, the coordinating board began a comprehensive study on the future of postsecondary education in the 19-county southwestern region. A key element in the study is the future role of Southwest State University in Marshall. The college opened in 1967 and after a peak of 2,969 in 1971, enrollment declined to under 1,600 last fall. Capacity is more than 4,000. The study will be completed in fall 1976 with recommendations to the governor and legislature.

*Special Regional Study*

*Problems of Enrollment Increases*

The University of Minnesota board, students and faculty began to consider administration proposals for dealing with short-term enrollment increases which are projected until 1981. The proposals seek to protect the university from rapid expansion during the bulge period of applications and from contraction after the 1981 decline. Possible policies being considered involve temporary enrollment limits, use of temporary faculty and use of vacant public school buildings instead of long-term commitments in buildings.

*Legislative Actions*
*1) Capital Funds*

Although it was a nonappropriations year, the 1976 legislature enacted several significant laws relating to postsecondary education. The legislature approved more than $35 million for remodeling, constructing and equipping state higher education buildings and facilities. The legislation calls for both bonding and direct appropriations. Approximately $21 million was included for the University of Minnesota, $9.7 million for the state universities and

*2) Pharmacy and Nursing*

$4.8 million for the community college system. A major item not approved was a proposed $11 million in state funds to match a federal commitment of $8 million for a new building for the college of pharmacy and school of nursing on the University of Minnesota's Minneapolis campus.

*3) Student Regent*

The legislature approved a bill requiring that in 1977, one member of the University of Minnesota Board of Regents must be a person who at the time of election is a student of the university or has graduated from the university within five years prior to his election. Shortly after the measure was approved, a vacancy developed on the board and the governor appointed a university student to fill the spot. Another law directs the coordinating board to study the availability of educational opportunities in optometry and osteopathy for Minnesota students and to report to the legislature by January 15, 1977. The board is to advise the legislature as to the feasibility of establishing a school of optometry in the state and to the feasibility of the state contracting for needed number of seats at existing colleges of optometry or osteopathy.

*4) Optometry and Osteopathy Study*

*5) Annual Meetings*

Under another law, the board is directed to sponsor an annual meeting of representatives of higher education boards in the state and transmit a summary of the meeting to legislative committees. A rider to a supplemental appropriations bill prohibits the coordinating board from enforcing the Private Institutions Registration Act until March 1977. The law, passed by the 1975 legislature, is designed to protect citizens, students and institutions.

*6) Registration of Private Schools*

*7) Student Aid*

The legislature considered several other bills on postsecondary education but did not act on them. They dealt with student aid for part-time students, transfer of credits, community health education consortia and equivalency credits and tuition supplements for members of the National Guard. A bill

*8) Salary Increases*

providing salary increases for state department heads including the state university and community college system chancellors, the coordinating board executive director and the commissioner of education was considered but did not pass.

*Student Aid*

During the year the coordinating board took several steps to help meet the financial needs of students. The board made more than 20,000 scholarship and grant-in-aid awards totaling over $17.8 million for the 1976-77 academic year. The total for the state programs was almost 6,000 more awards than last year when $13.2 million was awarded to 14,240 students. Of the more than 20,000 awards, more than 12,000 are to first-year students. The board sold $18 million in revenue bonds to provide funds for the state student loan program. Approximately 25,848 loans have been made since the program began in March 1974. The board also sold $720,000 in bonds to provide funds for 160 loans over two years under the medical and osteopathy loan program. A new work-study program was initiated and $500,000 was provided to 81 participating institutions. A total of $1.25 million is available for the program in 1976-77. The coordinating board approved the renewal of

*Reciprocity*

reciprocal tuition agreements with Wisconsin and North Dakota for the 1976-77 school year. During the past year 4,200 Minnesota residents attended Wisconsin institutions and 2,200 Wisconsin residents attended Minnesota institutions. Under the first year of the agreement with North Dakota some 2,344 Minnesota residents attended North Dakota institutions and 1,499 North Dakota residents attended Minnesota institutions. The

*Aid to Private*

board awarded a record $3,198,969 to 23 private colleges during the year under the private college contract program.

*Program Review*

Several developments aimed at improving the coordination and review of academic programs in the state occurred. With assistance from a federal

grant, work began in coordinating critical allied health training areas such as chemical dependency, health care administration and vision care. A statewide health education advisory committee was formed to foster interinstitutional, intersystem and interregional coordination. The allied health project reinforces existing efforts by the board with other state agencies in health education manpower planning. With the help of a state grant, an advisory committee was formed to help develop policy decisions for early childhood education programs. The board's advisory committee on nursing education updated its recommendations on the supply and demand of nurses in the state and nursing education needs. The board approved procedures for identifying, transmitting and approving experimental programs that are now part of the board's guidelines for program review. The board also approved and began to implement a uniform program design format to provide a more standardized reporting mechanism for reporting program proposals. A project began to develop a computerized storage and retrieval system capable of listing, sorting and updating information on less-than-baccalaureate degree educational programs available in the state. The U.S. Department of Labor selected Minnesota as one of eight states to develop a comprehensive system for providing occupational information to adults and youths seeking employment or making career choices. The project is directed by an interagency board including key users and producers from manpower and social service agencies, labor, industry, education and state government. The coordinating board is the personnel and fiscal agent for the project.

*Health Education Coordination*

*Early Childhood*

*Nursing*

*Program Review and Proposal Reporting*

*Information System*

*Job Information*

The first contract negotiated between the state university board and the faculty at seven state universities was approved by the university board and ratified by the 2,000 members of the faculty unit represented by the Inter-Faculty Organization/Minnesota Education Association. The comprehensive two-year collective bargaining agreement covers faculty salary and working conditions and includes a 20 percent salary increase for faculty.

*Collective Bargaining*

**MISSISSIPPI**

Board of Trustees of State Institutions of Higher Learning
P.O. Box 2336
Jackson, Mississippi 39205
E. E. Thrash, Executive Secretary and Director

In 1975-76, Mississippi's eight state-supported universities saw increases in state tax appropriations, enrollments and in academic growth in the role and scope of each institution. For the 1975-76 fiscal year, the legislature appropriated $70.1 million for the general support of the institutions of higher learning. This represented an increase of $7.7 million over 1974-75. In addition to the appropriation for general support, there are 23 other separate appropriations for such units as the schools of medicine and dentistry, the University of Mississippi teaching hospital, the agriculture-related agencies connected with Mississippi State University and the state-funded scholarship programs which are administered by the central board office. Total funds appropriated to higher education (including general support funds) for 1975-76 were $113 million.

*Appropriations*

For the first term of 1975-76, total headcount enrollment on campus and off campus at the eight universities was 54,908. For this same period, total headcount enrollment on campus was 49,578. This represents a 12.02 percent increase over the total on-campus enrollment in 1974-75.

*Enrollments*

*New Programs*

The expansion of existing degree programs and the approval of new ones for all eight universities is another sign of growth for the universities. In the last year, the following programs have been approved at these institutions: doctoral program in food science and technology at Mississippi State University; bachelor's program in manpower at the University of Mississippi; bachelor's program in management information systems at Delta State University; education specialist program in business education at Delta State University; master's program in student personnel at the University of Mississippi; master's program in adult education at Mississippi State University; master's in engineering (including aerospace, agricultural, biological, chemical, civil, electrical, industrial, mechanical, nuclear and petroleum programs) at Mississippi State University; master's program in environmental health at Mississippi Valley State University; and bachelor's program in surveying at Mississippi State University.

## MONTANA

Board of Regents of Higher Education
1231 Eleventh Avenue
Helena, Montana 59601
Lawrence K. Pettit, Commissioner of Higher Education

*Appropriations*

Failure of the 44th legislature to appropriate adequate funding for the Montana University System through 1975-77 resulted in careful budget planning for the second year of the biennium. In 1975, the legislature approved a $116 million biennium budget for the system following an initial request of $127 million by the Board of Regents. Some relief was secured when the board in April 1976 allocated a little over $2.2 million from its discretionary account, leaving a system reserve of $2,874. Subsequent to this allocation, however, the Legislative Finance Committee argued that according to law, $1.4 million in student fees generated by increased student enrollment and $1 million in indirect cost money should be reverted to the state's general fund. The State Attorney General handed down a ruling which indicated the university system could rightfully spend both accounts. After a joint meeting of the regents and the committee, the legislators agreed that the indirect cost money could stay in the system and the regents agreed to withhold the $1.4 million in student fees from their 1976-77 budget and ask for supplemental funding during the next legislative session. The commissioner of higher education imposed a 2.23 percent budget cut on all institutions and the central office. Presidents of the six institutions have discretion in itemizing areas where funds will be reduced or eliminated.

*Budget Problems*

*Regents' Spending Authority*

*Regents' Autonomy and Powers*

In December 1975, the Montana Supreme Court affirmed the constitutional autonomy of the Board of Regents. Legal interpretation on several aspects of the power of the board had been sought in July 1975 in a case brought by the board seeking to enjoin the governor from enforcing certain restrictive language in the appropriation act for the university system. The court denied the Legislative Finance Committee's power to approve or deny interim budget amendments and the court ruled that the entire legislature and the executive branch are the only two groups who have power to make appropriations and budgetary adjustments. Prior to the filing of the suit, the regents had refused to sign a certificate of compliance to the governor's budget director as was required in the act. As a result, the executive branch kept the university system from using the biennial appropriation for six

*Supreme Court Rulings*

days. The Supreme Court subsequently directed the governor not to withhold payment of claims for normal operating expenses.

*Institutional Merger*

The Board of Regents in March 1976 approved a proposal of the commissioner to integrate the University of Montana at Missoula and Western Montana College at Dillon. Details of the integration will not be completed until the approval of the teacher education review and the development of modified role and scope statements for all six institutions. Five of the six units in the system experienced increases in enrollment, boosting the 1975 net fall enrollment to 24,044 students for the entire system—the largest system enrollment since 1970. The 1975 figure represents a 6.8 percent enrollment increase over the previous year's fall enrollment of 22,518. Foreign students increased by 27.4 percent and out-of-state students by 10.2 percent. Total nonresident population comprised 17.4 percent of system enrollment.

*Enrollments*

*Collective Bargaining*

Faculty collective bargaining was completed on three campuses of the Montana University System in 1975-76—Western Montana, Eastern Montana and Northern Montana Colleges. Craft collective bargaining is now going on all campuses and system employees are organized into 38 bargaining units with 16 different unions representing one or more bargaining units. Montana State University at Bozeman is in the midst of unit determination.

*Uniform Accounting and Management Information Systems*

The Montana University System has committed nearly $200,000 toward the development of a uniform accounting system for the six campuses. For the first time, the system's accounting will be integrated with the state budget and accounting system. Parallel with the development of a uniform accounting system is a program to develop a modern sophisticated management information system. An interunit committee comprised of representatives of the six units of the university system has been appointed by the commissioner and is presently working on that system.

*Program Review*

The university system has completed review of all teacher education programs, part of a cycling five-year program review of all programs. A deputy commissioner of academic affairs was hired by the commissioner in September 1975 to conduct the review efforts. Also expected to be completed this year is a review of all doctoral programs which exist on more than one campus. The intent of the five-year program review is to eliminate unnecessary duplication and improve quality.

*Indian Culture Master Plan*

An Indian culture master plan was developed in 1975, designed primarily to provide a framework through which education in Montana can focus its resources on the cultural contribution of native Americans to the state and to the nation. The plan stems from the 1972 Montana Constitution: "The state recognizes the distinct and unique heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." Two years later, the legislature allocated funds for the development of the master plan.

*Studies in 1975-76*

Studies undertaken in 1975-76 include continuing education and extension, fee waivers, public information, accessibility of postsecondary institutions in Montana and a study on feasibility of developing a common calendar. The primary purpose of many of the studies was to improve cooperative efforts among the institutions.

*Fee Waiver Study*

In the study on fee waivers, the commissioner adopted a recommendation from an interunit committee that fee waiver eligibility be tied to "reasonable academic progress." That recommendation was approved by the Board of Regents in June 1976.

*Discrimination*

The board in June 1976 approved a resolution supporting efforts to eliminate discrimination on the campuses of the Montana University System.

*Published Reports*

The following reports were completed in 1975-76 and are available in limited number: (1) *Final Report on Teacher Education in Montana*, (2) *Accessibility of Montana Postsecondary Institutions*, (3) *Report on Public Information in the Montana University System*, (4) *Directory of Higher Education in Montana*, (5) *Indian Culture Master Plan* and (6) *Compendium*, a bimonthly newsletter.

## NEBRASKA

Coordinating Commission for Postsecondary Education
State Capital, Room 1315
Lincoln, Nebraska 68509
Kermit R. McMurry, Acting Executive Director

*New Postsecondary Education Commission*

*Needs and Missions Study*

*Computerized Data*

Heading the list of issues the commission considered priority this past year is the attempt by the commission to seek statutory recognition. This was accomplished with the passage of Legislative Bill 579 that established for the first time in Nebraska a postsecondary education coordinating agency. During the year, the commission has attempted to identify a clearer identification of the postsecondary education needs and the missions of the various institutions relative to these needs. In addition, it supported efforts to maintain a computerized data access system that allows, with the use of remote terminals, immediate access to data stored in central files. Selected data for Nebraska and surrounding states are currently on record. The possibility of sharing the data files as well as update and computer costs is being investigated with neighboring states.

*Interinstitutional Communication*

The commission identified a vehicle for increasing communication and joint activities among the postsecondary education institutions in the state. Because effective coordination requires a high level of communication among institutions, the commission conducted a series of area meetings of leaders of postsecondary institutions to increase such communication.

*Management Information Systems*

In the area of management information systems, the commission has sponsored statewide meetings to encourage discussion among those persons responsible for developing information systems to facilitate management of postsecondary education institutions. As a result of these meetings, a task force is being formed with representatives of the public postsecondary institutions, the Legislative Fiscal Office and the Executive Budget Office.

## NEW HAMPSHIRE

Postsecondary Education Commission
66 South Street
Concord, New Hampshire 03301
James A. Busselle, Executive Director

*Student Aid*

The major development in postsecondary education in New Hampshire in the last year has been the enactment of the New Hampshire incentive program in May 1976. The measure provides for $299,834 for grants-in-aid to residents attending New Hampshire postsecondary institutions. The funds are 50 percent state and 50 percent federal State Student Incentive Grant program funds. The law also provides for a 5 percent incentive to banks on that portion of loans to students which exceeds the average of such loans for

the last three years. It is anticipated that this will increase access to student loans in New Hampshire.

**NEW MEXICO**

Board of Educational Finance
Legislative-Executive Building, Suite 201
Santa Fe, New Mexico 87501
Robert A. Huff, Executive Secretary

*Differential Funding*

During the past year, a new executive secretary of the Board of Educational Finance/Commission on Postsecondary Education was appointed in New Mexico. The board is currently developing techniques and procedures for identifying the differential funding needs of colleges and universities in New Mexico. The procedures begin with the development of accurate historical cost data that identify variations in expenditure levels of instruction. In addition, efforts are being made to identify alterations in historical expenditure patterns that should be recommended to the legislature. Thus, the approach is guided by history but not confined by historical patterns. Through the summer and fall, a task force representing all universities and key legislative committees as well as the board staff will be working on the new differential funding approach.

*Two-year/ Voc-Tech Comprehensive Plan*

The Board of Educational Finance is engaged in a serious effort to develop a comprehensive plan for the emerging two-year community colleges and vocational schools in New Mexico. This effort will include considerable involvement from campus representatives as well as community and legislative leaders from throughout the state. It is recognized in New Mexico that it is important to prevent undue institutional proliferation and program duplication so that limited resources may be used effectively in the future.

**NEW YORK**

Board of Regents
University of the State of New York
State Education Department
Albany, New York 12224
T. Edward Hollander, Deputy Commissioner for Higher and Professional Education

*Enrollments*

In 1975-76, New York's public and private colleges and universities enrolled over 611,998 full-time degree credit students. This reflects a 6.1 percent across-the-board increase with the State University of New York (SUNY) increasing 9 percent, City University of New York (CUNY) showing a 1.5 percent decline and the state's independent colleges and universities increasing by 8 percent. Full-time freshmen enrollments increased by 3.4 percent over 1974-75, reflecting an increase in the state's high school graduates and a slight increase in the percentage of high school graduates going on to postsecondary education, to 67.3 percent. This is the first year of increase in the overall rate at which New York high school graduates enter postsecondary education. Since 1970, all of the increase resulted from a growth in the number of these graduates going to in-state institutions. The percentage entering colleges out of state declined again for the fifth consecutive year. Part-time enrollments kept their upward climb by increasing by 6.3 percent or 22,700 students over 1974-75.

*Appropriations*

The funds appropriated for higher education in 1976-77 exceeded $1.245 billion, a $16 million or 1.3 percent increase over 1975-76. State-funded expenditures for public institutions will increase by about $47 million and student aid programs will receive an additional $65.1 million, largely due to the initiation of undergraduate tuition at the City University of New York. Aid to private colleges and universities was increased slightly.

*CUNY Fiscal Crises*

City University of New York (CUNY) faced a major fiscal crisis in 1975-76. As a result of the borrowing difficulties faced by New York City, the university's original budget request of $702 million was slashed several times leaving ultimately about $550 million for actual use. The city is planning to withdraw its support for the university senior colleges by 1977-78. The regents issued a report on CUNY in December 1975 which called for four major changes: a modification of CUNY's open admissions policy, program and institutional consolidation, undergraduate tuition and increased state funding. Since that time, the Board of Higher Education and the state legislature have adopted measures corresponding to the regents recommendations. Additionally, the governor will appoint a special commission to examine the future of higher education, addressing especially the governance and funding of CUNY.

*Student Aid and Aid to Private*

The regents proposed and the legislature approved the continued implementation of the Tuition Assistance Program (TAP), increased state aid to nonpublic colleges and universities, establishment of an expanded student loan program for medical and dental students and clarification of the definition of an emancipated student for student aid purposes.

*Statewide Plan*

The regents are developing their quadrennial statewide plan for postsecondary education. As part of that development, they conducted a series of regional meetings for planning officers and chief executive officers in the fall of 1975 and the spring of 1976. These meetings served to discuss issues that will be addressed in the statewide plan including: (1) the adequacy of the current structure for coordinating postsecondary education; (2) clarification of institutional missions using programmatic criteria; (3) alternatives to faculty tenure; (4) appropriate levels of governmental support; and (5) upgrading of graduate education through statewide evaluations of quality, the potential adult student market and vocationalism versus the liberal arts.

*External Degrees*

By the end of June 1976, the New York Board of Regents had awarded over 3,500 degrees to graduates of the regents external degree program, as compared with 2,400 a year ago. A newly developed external bachelor of science program in nursing is newly available. Over 13,000 students are now enrolled in the external degree program ranging in age from 20 to 80. Most are employed full time, many are on active duty in the armed forces and reside in every state and abroad.

*Noncollegiate Education Evaluation and Guide*

The regents are engaged in cooperative projects with the American Council on Education, under grants from the Carnegie Corporation of New York and the Fund for the Improvement of Postsecondary Education, to evaluate and recommend for credit instructional programs offered by industry, unions and public agencies. In January 1976, the regents issued their second edition of *A Guide to Education Programs in Noncollegiate Organizations.* This guide reviews over 600 courses offered by 38 organizations such as the New York Telephone Company, Eastman Kodak, General Electric, the New York City Police Department and the New York State Police and recommends the extent to which colleges and universities should grant credit toward degrees for students successfullly completing such programs.

*Financial Problems Report*

In September 1975, the regents released the report of their advisory commission on the financial problems of postsecondary institutions. Composed of presidents of public and private colleges and universities and members of the public, the advisory commission was charged to develop and recommend policies to deal with the emerging financial problems of colleges and universities which are primarily attributable to present and projected trends in enrollments. The key recommendations of the report include that (1) a fair state policy be developed to allow institutions, public and independent, to compete evenly for state resources; (2) the net tuition differential between public and independent institutions be stabilized; (3) an emergency loan fund for institutions in temporary financial difficulty be established; and (4) an institutional review panel be created to review individual institutional cases and recommend action to the commissioner.

*and Recommendations*

*Clearinghouse for Women*

In fall 1975, the Resource Center on Women in Higher Education was established within the New York State Education Department. The resource center serves as a clearinghouse for statistical data and general information on a variety of topics related to increasing opportunities for women in postsecondary education and provides a vehicle for sponsoring and conducting conferences and workshops throughout the state. The center has developed materials for dissemination on affirmative action plans and officers in New York state institutions, regulations, women's studies in New York, women in administration and mature women as students. It has sponsored conferences on the implications of Title IX, sex-stereotyping in the curriculum and women's participation in postsecondary education in the state and the nation. The staff and resources of the center are available to assist individuals at higher education institutions and to the general public.

## NORTH CAROLINA

University of North Carolina
General Administration, P.O. Box 2688
Chapel Hill, North Carolina 27514
William C. Friday, President

*Appropriations*

The 1975 session of the General Assembly enacted appropriations for both 1975-76 and 1976-77, but the uncertainty of the revenue estimates and the need for salary increases for state employees required a session in 1976 for revision of last year's appropriations acts. As a result of the two sessions, the university received $298,139,093 in general fund appropriations for the 1976-77 year, bringing the operating appropriations for the biennium to $565,145,394. General fund appropriations for 1976-77 current operations were reduced by $4.4 million. Major elements in this reduction included (1) $1,073,000 attributable to downward revisions in estimated costs of employer's matching contributions to the retirement system, (2) $573,000 by deleting estimated costs of motor vehicle purchases for 1976-77, (3) $251,000 from reserves for cost of operating new facilities based on revised construction-occupancy schedules, (4) $600,000 from the area health education centers budget, and (5) $1,780,000 from hospital operating costs in anticipation of additional patient receipts.

*Supplemental Appropriations*

The 1976 legislature, however, did appropriate additional operating funds in two areas—for enrollment growth that had not been anticipated by the 1975 session and for academic salary increases. An additional $4,325,000 was appropriated for increased enrollment. This appropriation was in response to a request of the president that the university be provided an additional $8.6

million for that purpose. The 1976-77 general fund appropriations for academic salary increases total $10,883,086. Of this amount, $9,407,514 was appropriated in the 1976 session, which was based on the amounts required to increase salaries by approximately 4 percent plus $300 per position. The 1975 session had appropriated funds to provide another 1 percent in 1976-77.

*Salary Increases*

*Capital Improvement Bond Issue*

The 1975 legislature had voted overwhelmingly to put a university capital improvement bond issue to a public referendum and the citizens of the state expressed their confidence in public higher education by authorizing the issuance of $43,267,000 in bonds. These bonds will finance major capital improvements at 13 of the 16 university campuses and architectural barrier removal, Occupational Safety and Health Acts projects and land acquisitions. Two campuses have under way major construction projects which were financed by direct 1975 appropriations.

*Statewide Planning*

In the 1971 legislation reorganizing public senior higher education, the General Assembly provided that a major function of the Board of Governors should be to plan for the future of higher education in the state. The opening provision of the statutes defining broadly the powers and duties of the board reads:

> "The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, . . . and . . . it shall maintain close liaison with the State Board of Education, the Department of Community Colleges and the private colleges and universities of the State. The Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education, supplying copies thereof to the Governor, the members of the General Assembly, the Advisory Budget Commission and the constituent institutions."

*Initial Plan*

Pursuant to this legislative mandate, the Board of Governors has prepared, adopted and published its initial five-year plan, which annually will be revised, improved and projected forward so that the state at all times will have a plan for higher education extending several years into the future. The introduction sets forth the principal constraints within which and the assumptions and projections upon which this effort to plan for higher education has proceeded. The report articulates the mission, goals and objectives of higher education generally and of the university in particular, and in that light the plan that follows has been formulated.

*Academic Program Plan*

An academic program plan details those continuations and alterations in the instructional, research and extension and public service activities of the constituent institutions of the university that the board believes should take place over the next five years in order for the university to achieve its maximum role of service to the people of North Carolina. The primary emphasis is on degree programs, current and proposed. Future editions of the long-range plan will update the academic program plan and deal more intensively with extension and public service, research, faculty affairs and student affairs.

*New Degree Programs*

*Planning Authorizations*

Of more than 300 new degree programs that the 16 constituent institutions have asked to be authorized at this time, the board in this plan has authorized about 65 for planning. Only four new doctoral programs were

authorized for planning and no institution was authorized to initiate doctoral-level work. The planning authorizations given by the board ask the institutions to develop sufficiently detailed plans to enable the board to determine the need for the program, the existing strengths of the institution on which the proposed program will draw, the prospective enrollments in the program, the likely racial impact of the program on the institution proposing to undertake it and the resource requirements and costs of the program if initiated.

*Institutional Missions*

The academic program plan concludes with a descriptive mission statement for each of the 16 constituent institutions, confirming those parts of its present role that are to be retained, authorizing the planning of particular new degree programs where that is found by the board to be warranted and offering such further statements as to the role of each institution as seem appropriate. A policy and procedures are established providing for the orderly review and assessment of all current degree programs, beginning with education and the health professions. Finally, the processes by which planning will be carried on systematically in the future and related to the budgeting processes of the university are described.

*Program Review Policies and Procedures*

*Nursing Education*

A report on nursing education, to be included with the long-range plan, has been approved. Based on this report, general policies were adopted which include no additional baccalaureate nursing programs to be authorized in the university's institutions at least until 1980 and priority to be given to strengthening and improving existing nursing programs and to the development of two additional master's programs designed primarily to prepare qualified faculty for nursing education programs in the state.

*Desegregation:*

*Comparative Study of Black Institutions to White*

A comparative study of five primarily black public institutions was prepared in response to a commitment made by North Carolina to the federal government in *The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems.* The U.S. Office for Civil Rights asked for assurance "that resources provided by the state to predominantly black institutions are comparable to those provided at all other state institutions of similar size, level, and specialization." If resource comparability did not exist, North Carolina was required to develop plans to achieve that objective. A comparative analysis was therefore made of the five historically black constituent institutions of the university and of the seven counterpart historically white institutions. The analysis included operating budgets, capital improvements and physical facilities, faculty-student ratios, faculty salaries, administrative salaries, academic programs, library resources, computing resources, student charges and student financial aid resources. The principal finding of the study was that there is and for several years has been no discrimination in patterns or levels of state budgetary support that is adverse to the historically black institutions.

The study found a strong commitment on the part of the five black institutions to provide special remedial compensatory instruction for students not adequately prepared for college-level study. A comprehensive study of these programs will be made in the coming year to assess their effectiveness and their relationship with and impact upon the overall educational program of the institutions. The study also found a general need in both black and white general baccalaureate and comprehensive universities to improve the levels of faculty salaries. Special budget requests for this and related purposes will be made in the coming biennium.

*Tenure Regulations*

Another major task of the past year has been the adoption of revised tenure regulations for each of the 16 constituent institutions. Each institution had submitted proposed regulations pursuant to general university policies contained in the code. Institutional regulations consistent with these general policies have subsequently been approved by the Board of Governors. Other activities during the year included:

*Conference on Planning*

—sponsorship of a two-day conference focusing on planning in higher education and organization of institutional boards for the Board of Governors and trustees of constituent institutions;

*Aid to Elderly*

—promulgation of rules under which state residents over the age of 65 may enroll in courses free of tuition;

*Proprietary Licensing*

—granting of provisional licenses to four proprietary institutions authorizing them to offer specific two-year associate degrees;

*Medical Education*

—approval of an affiliation agreement between the university and a county hospital for purposes of medical education;

—election by the board of trustees for the constituent institutions, trustees for North Carolina Memorial Hospital and trustees for a hospital affiliated with a university medical school;

*Employee Politics*

—development and adoption of a comprehensive policy regarding political activities of university employees;

*Community College/ University Committee*

—creation of a joint advisory committee representing the community colleges and the university to consider matters of mutual concern to the systems and to advise the two presidents;

*Liaison Committee*

—creation of a liaison committee representing the university, the community college system and the private colleges and universities to consider matters of common concern and advise the presidents;

*Private College Presidents Council*

—reconstitution of the Advisory Council of Presidents of Private Colleges and Universities;

*Title IX*

—coordination of extensive self-evaluations by all 16 institutions in response to Title IX of the Education Amendments of 1972; and

*Budgets*

—establishment of budgets for the 16 constituent institutions based upon 1976 appropriations.

## OHIO

Board of Regents
State Office Tower, 36th Floor
30 East Broad Street
Columbus, Ohio 43215
James A. Norton, Chancellor

*Capital Improvements Funding*

A capital improvements bill passed by the legislature on August 1, 1975 provided $276.2 million in new money for higher education and reappropriated nearly $49 million. The regents had recommended $248.5 million in new projects for the biennium in response to the six-year requests of the institutions, requests amounting to $650 million. More funds have been provided in this biennium for renovation of university and college buildings than has been provided in any previous biennium. Due to continuing inflationary trends in costs of construction, and in view of the need to bolster the economy of Ohio by providing jobs related to capital improvements, college building projects during the year were placed under contract as rapidly as possible. Also, the regents' review of projects at various stages was made as expeditiously as possible.

*Enrollments*

Ohio's public institutions of higher education showed a dramatic enrollment growth of 30,700 students in the fall, a growth figure never previously

attained. In contrast to the last several years, all types of the public colleges and universities reported increased enrollments and the overall gain was 10 percent.

*Aid to Foreign Medical Graduates*

Established during the year was a program, named the Fifth Pathway, to provide qualified Ohio citizens in foreign medical schools the opportunity for one year of clinical education in Ohio in lieu of a year of social service or internship in a foreign country. The regents designated Case Western Reserve University as the institution to implement the Fifth Pathway program. In accordance with the provisions of a bill passed by the legislature in 1975 and the conversion agreement with the Board of Regents, the University of Cincinnati will become Ohio's 12th state university on July 1, 1977. From 1870 to 1968 a municipal university, for the last eight years the university has been a state-affiliated municipal institution and has received state subsidies only for its enrollments in graduate and professional programs and lower-division courses. The governor will appoint the board of trustees and the university will receive state subsidies for its full-time equivalent enrollment on the same basis as other state universities.

*New State University*

*Veterinary Medicine Study*

Recognizing the importance of veterinary medicine to Ohio's billion-dollar livestock industry, to pet owners and to public and environmental health in general, the regents in July 1975 passed a resolution mandating its staff to initiate a study of the veterinary medical needs in the state with the goal of presenting specific recommendations to meet these needs to the governor and General Assembly by January 1, 1977. A veterinary medicine advisory committee has been appointed to assist the regents in the study and development of recommendations. Major issues which the committee is addressing are: (1) veterinary manpower, including both the number of veterinarians needed and the distribution of that manpower across the state; (2) veterinarian assistant programs and their influence on services delivered; (3) preventive medicine; and (4) an evaluation of existing veterinary practices. Baseline data are being developed through a questionnaire sent to all registered veterinarians in the state.

*Master Plan*

A major task during the year has been the preparation of the 1976 master plan for Ohio's higher education system. Several groups, including the presidents of the state universities, the Council for Continuing Higher Education and the chancellor's Advisory Committee on Instructional Development were asked to make special contributions of topic papers. In addition, several major studies were undertaken including one on student financial aid, a graduate program review, an improved student enrollment forecasting model, a policy statement on private higher education and a study on service to physically handicapped students. Data and recommendations from all of these sources and consultation with many groups both in and out of the higher education system form the basis of the third Ohio higher education master plan which will be published early in fall 1976.

*Student Aid Study*

An ad hoc committee studying the problems of student financial aid submitted its final report which called for a considerable number of administrative changes in the Ohio instructional grants program. Among modifications recommended and implemented are simplification of application procedures, broad dissemination of program information on a timely basis, revision of priority basis in award grants, manual revisions, and making exceptions to the use of base-year income for determination of grant eligibility.

Because of the importance of graduate education and because of the costs

*Graduate Programs*

*Policy Advisory Committee*

involved in quality graduate education, the regents impaneled a graduate program policy advisory committee to examine the needs, the resources available to meet those needs and to propose policies and procedures to guide future development of graduate education. The committee was composed of representatives from public and private institutions, business, government and out-of-state universities. Among the inputs to the committee was a solicitation of opinions from graduates of Ohio's doctoral programs. Approximately 3,800 questionnaires were sent to 1972-75 doctoral graduates and 2,217 responded. The survey explored questions of manpower and students' perception of quality within their programs and overall results were very positive. For example, 84 percent of the respondents felt their graduate program rated good or excellent and 91 percent of the graduates felt they have a good potential for career advancement. Data from the survey and recommendations of the committee served as the basis for preparation of the graduate section of the 1976 master plan.

*Private Higher Education Policy Statement*

During the fiscal year the regents adopted a policy statement on private higher education in the state. The statement was prepared to review what has been done by Ohio to assist education in private nonprofit institutions of higher education, to review some dilemmas facing public policy makers concerned with maximum service to citizens and to outline the considerations which will be followed by the board, the chancellor and his staff as they make recommendations to the governor and the legislature and as they take actions required of them under the law. Some of the policy guidelines to be followed by the board are: (1) service to Ohioans will be the first consideration, with recognition that access to a broad range of quality programs at a reasonable direct price is the goal; (2) the impact on private higher education of all public programs will be considered before programs are established; (3) the board will work to make independent and public colleges full partners in planning; (4) each independent school must decide for itself the degree to which it can offer services to public colleges without undermining its own clientele; (5) the regents will continue to consider carefully programs which increase the voice of a student among types of institutions, size of institutions and programs; (6) the board will consider independent and public universities in its study of graduate programs; and (7) the availability of a more realistic level of instructional grants to low-income students will assist those students in finding educational opportunity and will at the same time strengthen the private college.

*Aid to Physically Handicapped*

Efforts to improve access of physically handicapped persons to higher education are under way, but these programs are limited according to a committee report to the regents. The advisory committee on service to physically handicapped students submitted its recommendations to the regents, including the establishment of a standing committee. The chancellor had asked the committee for "... a set of recommendations that point the way to making higher education barrier free for the physically handicapped." Barriers to the physically handicapped included attitudinal deterrents as well as physical obstacles, the committee found. A few schools are providing exemplary services, but no comprehensive plan for meeting the needs of physically handicapped students exists. Also, lack of specific funding hinders program development and continuity of services. Only 16 of the 61 public campuses have taken some direct action toward program development. Since no standards of quality or quantity of services are available, the ad hoc committee feels it is critical that a set of standards and techniques for program evaluation and record keeping be developed.

Among other recommendations made to the regents is one that seeks to make all public postsecondary institutions architecturally barrier free by 1985 (with one-half of all campuses barrier free by 1980) and for the regents to develop plans for consideration by the legislature which would fund removal of architectural barriers on independent college and university campuses. The advisory committee also recommended development of consultative services for public colleges and universities, categorical funding for a limited number of special support service programs, information programs on access to higher education designed to reach physically handicapped students, and research to seek innovative ways to delivering postsecondary educational services to handicapped individuals, including severely handicapped persons.

## OKLAHOMA

State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, Oklahoma 73105
E. T. Dunlap, Chancellor

*Master Plan Revision and Supplement*

The State Regents for Higher Education completed a major review and evaluation of postsecondary education in Oklahoma and published a revision and supplement of the master plan for Oklahoma higher education, *A Plan for the 70's*. In it, the regents set out 38 policy guidelines to complement the policy recommendations in the original *Plan for the 70's*, published in 1971. The new recommendations and guidelines include higher education goals, the role and scope of institutions, programs and degrees, extension and public service, higher education faculties, financing higher education, private higher education and special problems facing Oklahoma higher education.

A wide range of Oklahomans participated in the study including a 50-member citizens advisory council which reported a set of 21 goals for Oklahoma higher education. These goals were adopted by the regents and became a part of the revised plan. Campus administrators, faculty members, students, members of governing boards, political leaders and nationally recognized authorities all participated with the regents and their staff in the revision of the plan, which is intended to guide Oklahoma higher education planning through the mid-1980s.

*Budget Allocations and Appropriations*

The regents allocated an operating budget for the Oklahoma State System of Higher Education of $217,692,391 for 1976-77, or 97.8 percent of the $222.5 million budget needs recommended by the regents to the legislature. Included in the budget is some $25 million in increased state appropriated funds which total $152,262,983. The regents also allocated $8.4 million for capital improvements at the 27 institutions and 8 other budget agencies that make up the state system.

*Tuition and Fees: Policies and*

The state regents raised student fees and nonresident tuition effective with the 1976 fall term an average of 17 percent throughout the system and revised the method of assessing student charges in the public colleges and universities. Student charges were under study by the regents for the past year as a part of the general review and evaluation of the *Plan for the 70's*. The regents set a policy guideline that students should pay one-fourth to one-third of the cost of their educational programs at the state colleges and

*Increases*

universities. Previously, fees had been charged students by type of institution without regard to the level of instruction. The new policy not only takes into account the type of institution, but also the level of instruction as well as high-cost professional programs. In revising the fees, the regents made allowances for expensive programs where broad gaps existed between the percentage students paid and the new policy guidelines. The increases ranged from 8 percent for lower-division students at the comprehensive graduate universities to 74 percent for medical and dental students. The total percentage of the 1976-77 budget that student fees will make up will be some 22 percent, the same proportion as in the 1975-76 fiscal year. Another aspect of the revised fee policy is a gradual adjustment over a period of three to five years to reach the one-fourth to one-third share students will be expected to pay.

*Enrollment*

Fall term headcount enrollment in Oklahoma's public and private colleges and universities was up 11.7 percent over the previous year, from 131,249 to 146,657. The overall increase in full-time-equivalent enrollment for the fall term was 6.7 percent. The public colleges and universities posted a 12.5 percent growth rate in the fall of 1975 over the previous year. There were 124,405 students enrolled in the public institutions compared with 110,586 in the fall of 1974. Spring semester enrollment increased 8.4 percent in headcount over the 1975 spring term in Oklahoma higher education from 128,157 to 138,892. Full-time-equivalent enrollment was up by 10.5 percent in all institutions for the spring semester.

*Articulation Policy for Transfer Students*

The regents adopted a new articulation policy, effective fall 1976, that sets minimum standards for lower-division general education work at state junior colleges in order to ease the transfer of students into baccalaureate programs at senior colleges or universities in the state system. Under the new articulation policy students who have completed their first two years at one institution in the system and who transfer into the same curriculum at another institution would not be required to take further lower-division general education courses. The regents adopted the policy after some 10 years of encouraging the institutions to develop cooperatively such a policy. The details of the policy were worked out by an advisory committee composed of representatives of the various types of institutions in the system.

*Equal Opportunity Policies*

In continuing their efforts to assure equal opportunity for minority students in the state system, the regents adopted two policy revisions regarding admission to system institutions. The regents extended to all 27 institutions the right to waive, as entrance requirements, high school grade averages and American College Testing scores for 5 percent of the entering freshman class. In addition, the regents revised the criteria for awarding fee waiver scholarships so that at least half the scholarships will be awarded on the basis of financial need. The fee waiver scholarship amount was increased from 0.5 percent of an institution's preceding year's operating budget to 1 percent, thereby doubling the amount of scholarship funds available for needy students under this program. Also adopted was a policy by which testing fees will be paid for needy minority students who might otherwise be discouraged from applying for admission to Oklahoma institutions.

*Aid to Minorities*

*Higher Education Clearinghouse*

The regents, in cooperation with institutions in the state system and the State Employment Service, have established a clearinghouse for higher education. The clearinghouse maintains complete and continuous files of all vacancies in teaching and administrative positions within the state system. Qualified applicants are referred to all institutions listing vacancies. The

major objective of the clearinghouse is to enhance referral of minority applicants to system institutions.

*Minority Graduate Students Aid*

The regents coordinated a graduate student recruitment effort in the fall of 1975 aimed at expanding the numbers of minority students enrolled in the state system graduate schools. A list of all minority baccalaureate graduates was compiled and distributed to all graduate deans in the state for their use in seeking qualified minority applicants for admission to graduate school. The regents awarded $82,000 under their minority graduate student assistance program in doctoral study grants and graduate assistantships to qualified minority students who agree to teach in the state system after graduation. The regents set up this program in 1974 to provide an incentive to minority graduate students, help them complete their studies and pave the way for their employment by the public colleges and universities and thus enlarge the pool of qualified minority professors.

*Televised Instruction*

The Oklahoma Televised Instruction System (Talkback Television), operated by the state regents, was used to conduct statewide seminars for affirmative action officers of colleges and universities and high school and college counselors in order to improve recruiting, counseling and other student services for minority youth and women.

*Postsecondary Voc-Tech Responsibility*

At the request of the regents, the Oklahoma Supreme Court assumed original jurisdiction in a case seeking clarification of the respective jurisdictional responsibilities of the regents and the Board for Vocational-Technical Education regarding postsecondary technical and occupational education. In its opinion, the court reaffirmed the exclusive jurisdiction of the regents over postsecondary technical and occupational programs offered by system institutions. There are currently nearly 400 such programs serving approximately 20,000 students. The question of responsibility for these programs arose when the U.S. Office of Education proposed to recognize the Board for Vocational-Technical Education as the sole accrediting agency for all postsecondary technical and occupational programs in Oklahoma in direct conflict with provisions of the state constitution and statutes.

## PENNSYLVANIA

State Department of Education
P.O. Box 911
Harrisburg, Pennsylvania 17126
Jerome Ziegler, Commissioner of Higher Education

*Statewide Planning*

In conjunction with Pennsylvania's statewide master planning effort and the strengthening of institutional planning among the various segments, the Postsecondary Education Planning Commission (1202 commission) has formed a committee on statewide planning. During 1975-76, the committee has been working toward the development of an issue-oriented statewide plan. Also under its auspices, the various segments are convening to discuss linkages between their planning processes and those of the statewide effort.

*Regionalization Policy*

In March 1976 the State Board of Education approved and adopted a regionalization policy statement which had also been endorsed by the eight regional councils. These councils have expanded their regional planning activities and projects in the development of cooperative interraction among postsecondary education institutions. The intensive institutional planning program for the 14 state colleges and university initiated in 1973 was

*Institutional Planning*

continued. Each institution had been assigned a mission differentiated from that of neighboring institutions. Local planning commissions have continued to develop action plans and programs in the "new mission" areas. Many new programs in human services, public administration, business administration and technological areas have already been instituted and the first students are being admitted to such programs. A statewide planning conference held in May 1976 led to further development of a consistent planning model.

*Program Survey*

In response to the need for planning information, the State Department of Education, assisted by all postsecondary degree-granting institutions, established a computerized academic program data base and subsequently published *A Survey of Educational Programs in Pennsylvania.* The data base has recently been updated on an accelerated schedule for use by the Pennsylvania Association of Colleges and Universities in studying the report, "Pennsylvania Postsecondary Degree Programs: Need, Availability, Supply, Oversupply," a study of duplication undertaken at the request of the State Board of Education.

*Task Force on Two-year Programs*

The two-year postsecondary education (TYPE) task force report, published in November 1974, focused on improving access to two-year program opportunities throughout the state. The report and a citizens' review of it were submitted to the 1202 commission for consideration and for

*1) Task Force Report*

recommendations to the State Board of Education. In January 1975 an ad hoc committee of the commission was named to determine findings and make recommendations. Among the more important recommendations made in the final committee report in May 1976 were that the community college option was the most feasible at this time and that the State Board of Education regulations related to community colleges be amended to provide alternatives within this option.

*2) Implementation of Recommendations*

The staff of the Commissioner of Higher Education continues efforts to implement the 28 recommendations made by the TYPE task force. Emphasis is being placed upon alerting local taxing authorities of the provisions of the Community College Act of 1963 and the possibilities of using consortial arrangements among institutions under this act. Three feasibility studies

*3) Feasibility Studies*

designed to determine and assess needs and available resources have been funded in separate areas of the state where initial studies indicated inadequacies in postsecondary education services. Approximately 40 private and public institutions from the regional councils as well as local school districts are administering projects covering northwestern, central and northeastern sections of the state. A fourth study in the southwestern section is in the developmental stage.

*4) Alternative Delivery System*

The alternative delivery system being studied is that of a regional community college/technical institute without walls. It is anticipated that at least one such institution will be established and functional this year as a result of the models provided by the feasibility studies. Funds thus far allocated for study purposes exceed $100,000. A matching dollar evaluation has been placed on the total in-kind services being rendered by local government officials, school and college administrations, regional planning councils and industrial, professional and business leaders.

*Curriculum Reform*

The statewide effort to develop expertise and interest in curriculum reform, based on outcome measures or "competencies" in the field of teacher education, is being expanded to general liberal education. A small group of college faculty during the summer of 1975 investigated the models of competency-based education which are already partially developed in other

states and a report is being generated. A survey of first-year Pennsylvania teachers revealed that the majority of teacher-education curricula are being modified.

*Teacher Education/ Certification Regulations*

In November 1975 the State Board of Education promulgated two significant regulations pertaining to teacher preparation and certification programs at Pennsylvania's institutions of higher education. One authorizes and encourages institutions of higher education, approved for teacher education, "to evaluate, equate and accredit the educational and experiential backgrounds of candidates for meeting the specific requirements for certification." This regulation provides additional flexibility for open learning systems, achievement-referenced and competency-based programming and personalization of higher education programs for individuals. The other provides for student appeal of a certification decision made by a Pennsylvania institution of higher education approved for teacher preparation and certification and, if such appeal is sustained, the State Department of Education may appraise and evaluate the education and experience of the candidate for certification purposes. This regulation assures the student-applicant due process in challenging institutional requirements alleged to be inconsistent with department standards for teacher preparation and certification.

The purpose of the program approval process in teacher certification, conducted in Pennsylvania since 1963, was to have teacher educators view teacher preparation as more than a number of required courses and credits. During the past 13 years, several thousand college and basic school educators have visited college campuses as members of visiting evaluation teams. This has resulted in worthwhile cross-fertilization of ideas so that a variety of approved programs presently exist in the state. The commissioner is reviewing the results to determine if the time has come to move program approval to program audit by which the state office would monitor each institution's self-evaluation policies and procedures. Current institutional sophistication in program development appears to mandate a changing role for the state board and the department.

*Budgeting System*

This past year the state college and university budget system has been completed, providing each college with the files and software required to provide the complete NCHEMS* system. An effort is under way to assist the community colleges in adapting the same files and software. With possible grant funds this could be completed in two years. A task force of personnel from the department, state-related universities and governor's budget office has started to develop a common reporting format for state board budget hearings, with initial goals of improved reporting this coming fiscal year.

*Computerized Resource Sharing*

During the 1975-76 year the Bureau of Information Systems proposed a plan of action to implement a cooperative computer resource-sharing program which includes the 14 state-owned colleges. An inventory of costs, staff, software and hardware was completed to determine the present status of the colleges. In addition, a comprehensive needs assessment survey was completed and analyzed to determine present and future computing needs of each college. The colleges are in the process of developing a request for proposal for hardware and software to upgrade their individual computing capabilities and to incorporate each institution into a state network.

In conjunction with the expanding role of proprietary institutions in all

*National Center for Higher Education Management Systems

*Proprietary School Coordinating Council*

aspects of postsecondary education planning, Pennsylvania's 36 degree-granting proprietary institutions last year formed a statewide segmental coordinating council. The purpose of this council is to provide information and advice concerning the proprietary segment's needs to the Commissioner of Higher Education and the State Board of Education. This year the council, working with state agencies, has begun to coordinate the many duplicative and, at times, conflicting sets of regulations governing the proprietary school segment. The council has also begun work on a communication system to increase cooperation among various licensing boards, state agencies, trade associations and individual school directors.

*Newsletter*

The bimonthly publication, *Higher Education Planning* (HEP), which was instituted in 1974 as a regionalization newsletter, was revised and expanded in January 1976 and replaces several segmental communications in an effort to have the various segments in Pennsylvania view themselves as a total community. This philosophy is appropriate in a state where increased emphasis is being placed upon interinstitutional cooperation on a regional basis.

*Equal Opportunity/ Access*

A concerted effort is being made to expand the range of equal access and educational opportunity. Organizational moves are focusing on increased enrollments of minority graduate students and Spanish-speaking persons, a more equitable treatment of women and new and redefined missions for colleges and universities with large minority-group enrollments. The number of veterans pursuing higher education in Pennsylvania has increased for the fourth consecutive year to 37,066 students. During the past year the division

*Veterans Education*

of programs to advance veterans education facilitated the approval of 23 prison education programs. The number of incarcerated veterans pursuing part-time vocational, high school and college-level training has increased significantly.

*Assistance to Disadvantaged*

During 1975-76, the Higher Education Equal Opportunity Program (Act 101) provided tutoring and special counseling services to over 6,300 economically and educationally disadvantaged students in 47 colleges and universities throughout the state. Retention rates for these students have accelerated from 74 percent to 83 percent and program impact on curriculum has resulted in addition of not less than one course per institution. Now in its fifth year of operation, over 600 students have graduated from institutions as a direct result of their participation in the program.

*Interstate Programs*

The Office of Higher Education, with a grant from the Fund for the Improvement of Postsecondary Education, is continuing its multi-year project, the Penn-Jersey Common Market. Three major activities are involved: (1) the initiation of external degree programs by consortia of Pennsylvania institutions; (2) the development of adult counseling and brokerage centers to assist nontraditional learners with a wide spectrum of postsecondary counseling and educational services; and (3) planning and implementation of several cooperative programs between the Pennsylvania Department of Education and the New Jersey Department of Higher Education in such areas as student access, tuition exchange and the development of new programs.

*1) External Degrees*
*2) Counseling*
*3) Cooperative Programs*

*Aid to Private*

The Commissioner of Higher Education worked cooperatively with officials from the Pennsylvania Higher Education Assistance Agency (PHEAA) and the Pennsylvania Association of Colleges and Universities in reviewing the effectiveness of the current institutional assistance grants (IAG). The state legislature appropriated $12 million for each of the past two years and for 1976-77 to provide financial aid to private colleges and universities which are chartered as nonprofit corporations and which are not classified as seminaries. The IAGs, not to exceed $400, follow each student recipient of a grant-in-aid. The program of direct aid to institutions is administered by PHEAA and has been declared essential by private institutions faced with inflationary costs. Tuition raises have been minimized in private institutions due to the IAGs.

*Student Aid (BEOG) Study*

In January 1976 PHEAA released the research study, "A Critical Review and Analysis of the Federal Basic Educational Opportunity Grants Program and Its Effect on the Pennsylvania Higher Education Grants Program." The study analyzes how the BEOG program operated in Pennsylvania in 1975-76 and its probable future effects on the various types of postsecondary institutions. Although the document addresses Pennsylvania there are many findings which transcend state political boundaries. The research study is available for $5.00 and may be obtained from the Pennsylvania Higher Education Assistance Agency, Towne House, Harrisburg, Pennsylvania 17102.

*Field Experience Education*

Field experience education remains a priority in Pennsylvania higher education. Efforts are continuing to weave the philosophy of experiential education into the fabric of the lifelong-learning planning and leadership activities being undertaken by the Office of Higher Education. The major new activity is a statewide cooperative education program for students who meet the financial need guidelines of the college work-study program. Sponsored by the State Department of Education and PHEAA, it pays 50 percent of the student's stipend if the placement is in a state or federal agency, or 45 percent if the placement is in other private or public agencies. It is academically supervised by the student's advisor and credit is granted.

*Cooperative Education*

Pennsylvania received approximately $700,000 of Title IV-D funds for cooperative education this year as opposed to $450,000 the previous year. The state department's coordinator of cooperative education has been working extensively with higher education institutions as well as business and industry. This has created a climate that is very receptive to the concept of cooperative education.

*Student Lobby*

The Commonwealth Association of Students, a student lobby for the 80,000 students that comprise the Pennsylvania State College and University System, is composed of three separate boards: boards of presidents, comprised of the 14 student government presidents; board of coordinators, the central body of the association; and board of minority representatives, created to provide input from women and minority students. While expanding its concerns during the 1975-76 academic year to include lobbying for the passage of legislation dealing with rape law reform, housing and tenants rights, as well as the traditional concerns that cover the scope of student rights and higher education funding, the association increased its membership by over 100 percent and continues to sponsor workshops that encourage students to participate in the political process by registering to vote and doing grass roots organizing.

## RHODE ISLAND

Board of Regents for Education
199 Promenade Street, Suite 200
Providence, Rhode Island 02908
Thomas C. Schmidt, Commissioner of Education

During the past year, Rhode Island has witnessed significant advances in postsecondary education within three types of activities: the continuation of administrative duties, the progression of major comprehensive planning projects to stages of approval and action and the continued initiation and development of postsecondary planning and data collection. Participation continued in the federal grant programs of Titles I and II of the Higher Education Act (HEA). Title I is designed to strengthen the continuing education efforts of postsecondary institutions in behalf of community service. Funds are utilized according to defined problem areas and target populations in the state. Ten projects were funded in 1975 and seven projects have been approved for 1976 funding. Title VI-A provided seven postsecondary institutions with grants for the purchase of equipment to improve undergraduate instruction in 1975 and 1976.

*Continuing Education*

*Equipment*

The Board of Regents appropriated $1 million of the $6 million Department of Commerce economic development act grant to higher education. It was determined that postsecondary institutions should apply for the funds under the currently inactive Title VII, construction of undergraduate academic facilities. However, all projects were to renovate and modernize present facilities. The major intent of this sizeable grant, which was allocated among six institutions, was to hire the unemployed for one year.

*Facility Renovation*

This year the regents renegotiated contracts through the New England Board of Higher Education with the school of medicine at the University of Vermont and the school of veterinary medicine at the University of Pennsylvania. The contracts provide for student positions for Rhode Island residents entering the schools, five in medicine and three in veterinary medicine, as well as for the continuing Rhode Island students at both institutions. The state General Assembly enacted legislation authorizing these contracts and provides the state annual subsidies for the cost for each student that will be later repaid by each student as a loan.

*Medical/Veterinary Contracts*

In the area of master planning, the two major comprehensive planning projects initiated in 1974 by the Postsecondary Education Commission (1202 commission) and the regents have entered stages of approval and action this year; a statement of purposes for postsecondary education in Rhode Island and the development of a comprehensive program for student financial assistance. The reports of the planning teams investigating the five dominant purposes for postsecondary education—general education, continuing education, vocational and professional education, equality of opportunity and research and artistic creativity— were delivered to the commission during the year. The reports were consolidated into the commissioner's recommendation that is presently undergoing review by teams from all postsecondary sectors. It is anticipated that a revised final draft of the recommendation will be delivered to the Postsecondary Education Commission later this fall.

*Master Planning Projects*

*Planning Teams Reports*

Work on the comprehensive program for student financial assistance continued this year and culminated in the preparation of the revised final recommendation that is presently being considered by the legislature. The

*Student Aid*

forms of assistance in the recommendation include need-based grants and scholarships and need-based work. A key feature of the proposed program is the limitation of the grant to the cost of attending a low-cost public institution in order to maximize student access. Need-based scholarships would provide choice for a limited number of outstanding students and need-based work would provide the 20 percent matching funds needed by agencies eligible to participate in the federal college work-study program. The program is designed to act as a capstone to federal financial assistance programs.

*Planning Projects:*

A number of additional planning projects have been developed or continued over the past year. A project dealing with student articulation from secondary to postsecondary education has entered its final stages. Following the preparation of several specialized papers—secondary exiting skills, postsecondary entrance data and articulation models throughout the nation and within the state—a final report has been completed and will be presented to the Postsecondary Education Commission this fall. Also entering its final stages this summer is the early financial planning project, a research project begun one year ago in conjunction with the College Entrance Examination Board (CEEB). This project was designed to test the effects of the receipt of different types of financial assistance information on the postsecondary planning behavior of participating 9th and 11th graders and their parents. Despite persistent efforts however, low response rates and dissatisfaction with the program will probably cause the cancellation of commission plans to expand the project. In addition to these major projects, a public committee to investigate means of gaining support for adult education activities has been established. Efforts have continued to create a state-level information base to involve a number of agencies in an extrainstitutional career counseling service. Information pieces detailing public postsecondary enrollment projections and their impact on the resulting cost and revenue shifts have been prepared to aid in statewide planning.

*1) Articulation*

*2) Student Aid Information*

*3) Adult Education*

*4) Career Counseling*

*5) Enrollment Projections*

*Information Sources and Data Collection*

In the area of data collection, a number of information sources have been explored and developed under an expanding management information system for their use by decision makers in statewide planning. Major sources of student profile information include the student descriptive questionnaire of the CEEB and the freshmen profile of the American Council of Education. Federal Higher Education General Information Surveys (HEGIS) were used to complete a state degree inventory and a postsecondary education data pack. Other information sources include basic grant magnetic tapes and federal financial assistance tripartite institutional applications. Using the methods of data collection in an evaluative effort, the development of an annual assessment of postsecondary education was initiated this year. A seminar involving state and national figures was held to review a preliminary draft of institutional outcome measures similar to those being investigated in several other states.

## SOUTH CAROLINA

Commission on Higher Education
1429 Senate Street, Suite 1104
Columbia, South Carolina 29201
Howard R. Boozer, Executive Director

On the last day of the 1975 session, the General Assembly authorized the establishment of a committee (four members each of the senate, house and

*Programs Study Committee*

gubernatorial appointees at large) to study the overlapping and duplication of academic offerings and opportunities in various geographical areas of the state in state-supported institutions of higher learning, technical and vocational education. The committee held hearings throughout the fall and presented its report to the governor and the legislature in January 1976. Although the committee cited no specific cases of needless duplication, it did recommend that the Commission on Higher Education be restructured and strengthened. The restructuring would involve removal from the commission of the chairmen of the eight governing boards for public institutions and systems, who serve as ex officio voting members. The strengthening would occur through increased responsibility and authority in the appropriation process and in the authority to discontinue academic programs. Legislation to implement these recommendations was introduced in both legislative houses. Although the senate and house education committees reported favorably on the legislation, it was not acted on by either house prior to adjournment. The two-year term of the present legislature has expired, so any legislation considered during the next session will have to be introduced again. The committee is authorized to continue its operations during 1976-77 by a provision in the 1976-77 appropriation act.

*Coordinating Agency Restructuring*

*Two-year/Technical Colleges Governance:*

*1) Changes*

During 1976, the General Assembly enacted legislation redefining the responsibilities of the State Board for Technical and Comprehensive Education (SBTCE). The legislation primarily addresses relationships between the board and local technical education commissions and the relationship between SBTCE and the Commission on Higher Education remains essentially the same. The SBTCE chairman remains a voting member of the commission, its budget request is still submitted to the commission for review and comment and the commission still approves new programs, but under the new legislation has the authority also to terminate programs.

*2) Program Approval*

*3) New Campuses*

*4) Capital Improvements Funding*

Three provisions of the new legislation are potentially important to other sectors of postsecondary education. First, SBTCE "shall have approval or disapproval authority over all postsecondary vocational, technical and occupational diploma and associate degree programs financed in whole or in part by the state that lead directly to employment." Such programs presently offered by other institutions are exempted but any new programs in this category offered by the public colleges and universities, including the two-year university branches, shall be subject to SBTCE approval or disapproval. Second, SBTCE shall establish criteria for the justification for a new facility or modification of existing facilities. This gives SBTCE responsibility for creating new campuses for the technical education system without the approval of any other state agency, and eliminates authority for the commission to approve such criteria. Third, the legislation authorizes state funding of capital improvements at technical education institutions, eliminating local funding.

*Appropriations Justification*

In the 1976-77 appropriation act, the General Assembly directed that in the annual appropriation process each agency, department or institution must justify the entire amount of money requested, its recurring expenses as well as any new or additional expenses. This "zero-base" concept replaces the customary procedure of justifying only increases over the previous year's appropriation. Although the appropriation formula is essentially zero-based, additional justifications will be needed in the line-item budget requests which the colleges and universities are required to submit. The legislation will also have an impact on the Commission on Higher Education.

Two sections of the appropriation act tighten state-level control over federal

*State Control of Federal Funds*

funds coming to various state agencies. In one section the legislature noted that various state agencies and departments have received federal funds as reimbursement for expenses paid from the state appropriation and that these have been retained by some of the agencies and departments instead of being turned in to the general fund. It directed the State Budget and Control Board to insure compliance with the law that such federal funds be deposited with the general fund. In another section, all agencies were directed to submit to the Budget and Control Board for approval all "allocations" of federal funds. The board is directed to consider the public benefit from the federal program, the permanence of federal funding, requirements for matching funds and the future impact on state finances.

*Appropriations and Formulas*

Last fall the commission reviewed 1976-77 appropriation requests totaling $193.6 million from the public colleges and universities. Primary emphasis was placed on the evaluation of appropriation requests as computed by a formula under joint development by the institutions and the commission since 1971. The commission subsequently recommended to the State Budget and Control Board and to the legislature appropriations totaling $181.6 million. Because of a disappointingly lower revenue outlook, the board and the legislature decided not to use the formula and a total of $149.7 million was finally approved for 1976-77 for the public colleges and universities, a 1 percent increase over 1975-76. The appropriation act does, however, state that the legislature will utilize a formula approach in 1977-78 and future years.

*Aid to Private Student Aid*

$7.2 million was appropriated for grants in 1976-77 to residents electing to attend any one of 19 eligible private colleges in the state. This amount, under the provisions of the tuition grants program, is the same as the 1975-76 figure. The current year was the first full year of operation of the new South Carolina Student Loan Corporation, a quasipublic corporation chartered specifically as a lender to handle federal guaranteed student loans. The corporation, from a $5 million state bond issue, disbursed about $1.5 million in student loans to residents of the state.

*Two-year to Senior College*

A third University of South Carolina two-year branch reached 1,000 full-time enrollment in fall 1975 and under legislation enacted in 1972, and repealed in 1976, was promptly authorized by the university's board to become a senior college. The 1972 law authorized the branches of the university to add the third year upon reaching 700 enrollment and the fourth year at 1,000, both subject only to its board's approval. Like the two branches which preceded it along this route, the third remains under the university's governance. Unlike the first two, however, specific bachelor degree programs to be offered were not submitted to the Commission on Higher Education for review, the 1975-76 appropriation act having removed that requirement in the case of such branches. Five other university branches remain at the two-year level. In 1976, the legislature repealed the 1972 law. However, the conversion of this third branch means that within the past six years six new state colleges have been added to the public system. Two of these were formerly private institutions, and one was a two-year branch of the University of South Carolina which became a four-year institution in 1970 on the recommendation of the commission.

*Repeal of Conversion Law*

*Regional Optometry School*

Through the coordinative effort of the Southern Regional Education Board (SREB), representatives of the Commission on Higher Education and the South Carolina Optometric Association have worked with counterparts from Georgia and North Carolina in the development of a model for the establishment of a tristate regional school of optometry to be located in one

of the three states. The model features an optometric facility and program conforming to the characteristics and standards prescribed by the Association of Schools and Colleges of Optometry board and recommended to SREB by a panel of consultants as the basis for new regional schools in the South. In this respect, the plan will require the placement of the school in a major academic health center as part of the mainstream in the preparation of all types of health professionals. A mechanism is proposed for sharing capital costs as well as annual operating costs of the school. The model responds to the needs of the three states while providing for a quality facility and program that could not be replicated by the limited financial resources available to one state alone.

*Health Education Survey*

In July 1975, the commission, in cooperation with the Division of Health and Social Development in the governor's office, initiated a survey of postsecondary health education programs in the state with the aim of publishing a directory to inform high school students of career opportunities in the health field. During the course of the past year, the questionnaires were collected, coded and computerized. A sample computer printout of the directory was made available in late April for distribution to the participating institutions for verification of the contents before publication. An inventory of health programs in the state by region, institutional sector and professional category will also be published from the same data base. Copies of both publications when available will be shared with agencies of higher education in other states. An inventory of all programs leading to an academic degree or certificate in all nonprofit institutions of higher education, public and private, was prepared. Copies were widely distributed, including one copy for each high school within the state.

*Health and Academic Programs Inventories*

## SOUTH DAKOTA

Board of Regents
State Office Building No. 3
Pierre, South Dakota 57501
Richard L. Bowen, Commissioner of Higher Education

*Legislative Actions:*

The South Dakota legislature, according to veteran observers, engaged in a more partisan debate over the state budget for fiscal year 1977 than for any other year in recent memory. During the legislative struggle, which extended beyond the constitutionally limited 30-day period by 2 days, higher education's priority received a severe jolt caused by a $680,602 base budget reduction. While this amounted to less than 2 percent of the budgets of the five colleges and two universities, the reduction created many adjustment problems on the campuses in the months which followed. In the waning moments of the final day of the session (actually the second extra day) a second conference committee on the budget, after hearing testimony only from the representative of the regents, refused to cut an additional 2 percent from the budget requests of all state agencies including higher education. The conference committees were necessitated when the house rejected the appropriations committee's recommended expenditures by an amendment to reduce the requests by an additional 2 percent following passage of the recommended budget in the senate.

*1) Budget Debate*

*2) Budget Cuts*

The original $680,602 cutback passed in the appropriations committee on a 5-4 vote and repeated efforts to obtain reconsideration failed. The higher education budget increased by over $2 million which was earmarked for salary and fringe benefit increases. The salary program approximated an

average increase of about 7.5 percent. The reduction laid on after the mandated salary program, however, required the base budget cuts to accommodate the salary program. Institutional leaders reported their cuts to the regents in the spring. Operations and maintenance funds were severely cut, some nontenured personnel were released and summer programs were constricted in a hoped-for one-shot cutback. All the campuses expect major difficulties if another such reduction is voted in the 1977 session of the legislature. In June an interim subcommittee of the appropriations committee heard testimony regarding the effects of the reductions and further dialogue is scheduled during the summer months. It is hoped that this interest by the subcommittee will translate into improved understanding of the needs of and dilemmas confronting higher education during fiscal year 1978.

*3) Effect on Institutions*

The final appropriation for the colleges and universities, excluding the agricultural experiment station, cooperative extension, schools for the deaf and visually handicapped, etc., amounted to $38,657,800, up 4.47 percent over the previous year, the lowest percentage increase since 1972. During the session the legislature authorized state support for residency programs in hospitals across the state in the amount of $100,000—an amount not requested by the regents. The board did receive in excess of $500,000 to continue development of the four-year medical school. That amount is not included in the general increase noted above for the colleges and universities.

*4) Appropriations*

*5) Medical Education*

A bill which would have put the constitutional Board of Regents under a secretary of higher education and which would have reduced the authority of the commissioner of higher education passed the senate but was tabled in the house education committee. A bill adding a student as a nonvoting member of the board was enacted, effective July 1, 1976.

*6) Governance Change*

*7) Student Regent*

During the year the regents launched a long-range planning process, starting with consideration of several staff issue papers in fall 1975 dealing with enrollment prospects for the next decade and possible ways of organizing the system to best meet changing conditions in the future. The regents endorsed a proposal by one of their members to create a single university system, an approach compatible with a long-standing proposal of the governor, who initiated legislation to accomplish that fact. The governor's bill was defeated in the senate. The regents continued their planning process with the formation of a task force of institutional personnel to consider economic, demographic and funding assumptions about the future. The task force reports to the board in July 1976 and the board is expected over the next several months to develop its own priorities in advance of the legislative session so that the legislature will know which programs would be cut if further fiscal constraints are applied to higher education during the 1977 session.

*Long-range Planning*

*Single University System*

*Task Force on the Future*

Two significant events took place during the year. The regents developed a formal cooperative relationship with the private colleges and universities of the state and agreed in principle with the state vocational board to a proposal from the staffs of the two state boards that the University of South Dakota, Springfield campus, be utilized more fully as a vocational-technical center for southeastern South Dakota. The campus already has the statutory mission to develop into a high quality vocational-technical institution with sound community college programs. Enrollments in the system which had been declining for the last three or four years had a reversal. Headcount enrollments in September 1975 were up about 5 percent over the previous year and another such increase is anticipated in the fall of 1976.

*Public/Private Cooperation*

*Voc-Tech Center*

*Enrollments*

## TENNESSEE

Higher Education Commission
908 Andrew Jackson State Office Building
Nashville, Tennessee 37219
G. Wayne Brown, Executive Director

*Enrollments*

Public higher education enrollment increased unexpectedly during the 1976 academic year, with an increase of over 10 percent. Similar to other state services, higher education received less than projected needs and the

*Appropriations*

governor's final budget provided $195,413,000, for a 14 percent increase over 1975 for the state's 21 institutions. The legislature approved a 9 percent

*Salary Increases*

hike for salaries, compared with 2.5 percent the previous year. The legislature repealed the tuition grant program statute and then created a new

*New Student Aid Program*

Tennessee student assistance award program. State funds allocated total $750,000, and the program qualifies for federal State Student Incentive Grant funding.

*Capital Appropriation*

The legislature voted to spend $36.3 million on new construction and improvements at existing institutions, including $9 million for an arts and architecture building at the University of Tennessee, Knoxville; $4.4 million for a medical building at the University of Tennessee center for health sciences at Memphis; $9 million for a physical education complex at Tennessee State University, Nashville; and $12.2 million for improvements, mainly additional buildings, at community colleges. The total operating appropriation for higher education in this fiscal year is $195.4 million, a $24 million increase over last year. A one cent sales tax increase passed the

*Tax Increase*

legislature and will be one of the primary factors in providing increased funding for this fiscal year.

*Student Aid*

Other legislation passed this session affecting higher education included allowing totally disabled persons to audit classes free of charge, on a space available limitation; approval of mutual exchange of students, free of out-of-state tuition, with certain Kentucky counties and mainly at University of Tennessee at Martin; and establishment of a higher education publications

*Publications Committee*

committee to assure fiscal responsibility with the large amount of printing done in the colleges and universities throughout the state.

*Master Plan*

The revised master plan will address itself to both the current status of and future prospects for state higher education. Public hearings conducted statewide by the commission have provided suggestions from educators, legislators and others concerning issues facing higher education, which will be published in the first major master plan document. Documents dealing with other aspects of the plan will be published periodically.

*Performance Funding Study*

A $250,000 grant from the W. K. Kellogg Foundation will enable the commission to begin year two of a performance funding study with campus-based projects. The project was initially funded with a $153,000 grant from the Fund for the Improvement of Postsecondary Education. Focus of the project is to explore allocations of some state funds based on a performance criterion, rather than on level and kind of institutional program activity. State fund allocation to higher education is currently based on quantity rather than quality and, as a formula, fails to provide incentives or rewards for improvements in program effectiveness. The commission has appointed a national panel and a state advisory board.

As a part of implementation of a statewide desegregation plan, a monitoring

committee was established in October 1975 to evaluate desegregation in the state's 21 colleges and universities and to establish goals toward that progress. A U.S. District Court judge has set a September 28 trial date for the eight-year-old case.

*Desegregation*

The commission has completed the first year of responsibilities relating to implementation of the Postsecondary Education Authorization Act of 1974. The act gave to the commission authority to review and determine whether institutions placed under its purview should be authorized to operate. As a result of initial action and cooperation with the state's attorney general, an institution operating in Tennessee from another state was ordered to cease operating as a mail-order institution granting baccalaureate and graduate degrees. Several degree-granting institutions have been reviewed and authorized to operate, while others have been given specific conditions for their continued authorization to operate.

*Institutional Authorization and Approval*

## TEXAS

Coordinating Board, Texas College and University System
P.O. Box 12788, Capitol Station
Austin, Texas 78711
Kenneth Ashworth, Commissioner

Texas higher education took significant steps in 1975-76 toward achieving greater accountability. The legislature in 1975 had strengthened coordinating board mandates to place controls on off-campus program operations and campus construction. The need for such measures was magnified by an inflationary economy, soaring college operating costs and growing numbers of college-going Texans. In fall 1975, Texas colleges and universities recorded the largest one-year statewide enrollment increase in more than a decade. Tax dollars allocated to support public higher education also rose dramatically—some 51 percent over the previous biennium. With similar budget increases occurring in many areas of state government, state officials issued a united appeal for fiscal restraint on the part of all state agencies. Meanwhile, the select legislator-citizen Joint Advisory Committee on Government Operations was named to study ways to effect more economy and efficiency in state government.

*Accountability*

*Inflation, Costs and Growing Enrollments*

Texas colleges and universities joined the coordinating board in a cooperative determent of most proposed new degree programs and administrative changes in 1975-76. The deferrals were made in the interest of economy and to insure effective use of available educational resources. Coordinating board members cited two immediate objectives in asking institutions to postpone new program proposals for a year. A more accurate assessment of state funding available for higher education in the succeeding biennium would be available and the deferral also will enable the board to complete its extensive review of the role and scope of each senior institution. The comprehensive role and scope project includes review not only of degrees and programs but of all college operations. It also involves five-year institutional projections of enrollments and program changes.

*New Programs Deferred*

*Role and Scope Study*

In response to recommendations from the governor, the legislature broadened coordinating board responsibilities for coordination of college construction and programs. The board's efforts during the year were focused on implementation of those new statutory duties. Legislation enacted by the 64th legislature (SB 706) was designed to provide more equitable use of state

*Construction Approval Authority:*

*1) New Statutory Duties*

funds for construction. It gave the board authority to approve all major college construction projects, regardless of funding source or proposed use, except those specifically authorized by the legislature.

*2) New Construction Regulations*

The board in October adopted revisions to its rules under which institutions may obtain approval for construction and major building rehabilitation. The regulations require college construction projects to conform with institutional role and scope statements, long-range comprehensive campus master plans, space utilization standards and laws regarding accessibility for the handicapped. A board facilities advisory committee recommended the new criteria for construction approvals and proposed that certain financial

*3) Advisory Committee*

aspects and implications, such as cost per square foot, long-range operating costs and institutional indebtedness, be included in board consideration of college construction requests. Deferring action on the latter recommendation, the coordinating board requested an attorney general's opinion regarding the board's statutory authority to weigh such financial considerations.

*4) Attorney General Opinion*

In January 1976, the attorney general ruled that the board does not have the authority to regulate the expenditure of construction funds or to consider costs as a factor in approval or disapproval of college construction proposals. It was pointed out, however, that board promulgation or space utilization standards and determination of an institution's role and scope will indirectly affect the amount of funds expended for construction and rehabilitation of buildings.

*5) Construction Appropriations*

During the closing days of the legislature, more than 130 college construction projects were attached as riders to the general appropriations bill for the 1975-77 biennium. In June 1975 the governor vetoed those construction riders, stating that the riders were "contrary to the spirit and letter of the

*6) Veto by Governor*

Coordinating Board bill (SB 706)," and were inserted in the appropriations process without notice or justifications for the projects. He had been petitioned by 81 members of the house to veto the riders. However, the Texas Supreme Court ruled in January 1976 that the governor had exceeded

*7) Supreme Court Decision*

his constitutional authority in vetoing the riders. The ruling concluded that the riders did constitute prior approval of the legislature, thus exempting the projects from coordinating board approval. The governor called the decision a "serious setback" in the attempt to bring higher education costs under control. He said he would pursue "this objective even more vigorously in the future."

*Approval of Off-campus Programs*

Reflecting concerns regarding proliferation in the number of off-campus course offerings by public colleges, the legislature extended board duties to include approval or disapproval of off-campus courses offered by senior colleges. New legislation also clarified existing statutes requiring junior colleges to receive prior and continuing board approval for out-of-district operations.

In April the board adopted new rules for approving all off-campus instruction. The new regulations designate procedures for approval of off-campus upper-level and graduate courses offered by senior institutions and lower-division (freshman-sophomore) off-campus offerings of junior and senior colleges. The rules establish criteria to determine need for off-campus courses and standards for selection of which institutions should conduct the courses. All Texas colleges and universities are afforded opportunities to participate in the planning and approval process. Rules approved for off-campus instruction also apply to appropriate adult and continuing

education activities of Texas public colleges and to courses offered in Texas by out-of-state public institutions. Coordination of instruction in these areas is included in the board's expanded responsibilities.

*Institutional Certification*

The board also adopted rules to implement a new law designed to protect consumers from institutions offering courses or awarding degrees of questionable or substandard quality. Private institutions not accredited by recognized agencies must now obtain coordinating board certification before awarding degrees or enrolling students for courses leading to degrees.

*Appropriations*

The legislature appropriated a record $2.3 billion from all funds to support all agencies of postsecondary education in the 1975-77 biennium, an increase of $772.4 million or 51.3 percent above the previous biennium. Funding for the state system of higher education provides support for more than 100 public component institutional units—23 senior colleges and universities, 5 upper-level universities, 3 upper-level centers, 2 upper-level extension centers, 2 lower-division centers, 47 community junior college districts operating 54 campuses, 1 technical institute with 4 campuses, 6 medical schools, 2 dental schools, other allied health and nursing units and a maritime academy. The state's private sector of higher education includes 37 senior colleges and universities, 1 free-standing law school, 7 junior colleges, 1 medical school, 1 dental school and 3 medically-related units.

*Financing Formulas*

In January 1976 the coordinating board designated 14 formulas for financing Texas public higher education in fiscal years 1978 and 1979. The new formulas include, where applicable, an annual 7.6 percent inflation factor over fiscal 1977 formula rates. In response to a legislative request that the coordinating board develop formulas for use in funding the new upper-level institutions, certain formulas specify varying funding rules for differing enrollment levels. The modified formulas are expected to respond to needs of low-enrollment general academic institutions, including the upper-level universities.

The board adopted formulas in two new areas, physical plant general services and community services and continuing education, for the next biennium. Board formulas will be used by the governor and the legislative budget board in making recommendations to the 65th legislature regarding appropriations for higher education and institutions use the formulas in preparing budget requests.

*Enrollments*

Statewide enrollment at Texas colleges and universities climbed to an all-time high of 675,231 in fall 1975. The headcount reflected an increase of 96,817 students over the preceding fall, for a one-year growth rate of 16.74 percent. The gain marked the first time in 10 years that Texas institutions had exceeded a 10 percent enrollment growth. Public community colleges recorded the largest one-year enrollment increase, 30.27 percent. One new public community college, the northwest campus of the Tarrant County Junior College District, began operation during the year. Headcount at public senior institutions increased 10.2 percent above fall 1974. The gain was attributed in part to the admission of junior and senior students for the first time at the University of Texas at Dallas and San Antonio. Independent senior and junior colleges registered one-year increases of 2.8 and 2.31 percent, respectively.

*Student Loans*

The coordinating board in February 1976 sold $18 million state college loan bonds at an effective interest rate of 5.4002 percent. The bond sale will

enable the Hinson-Hazlewood College Student Loan Program to meet the anticipated $25 million loan needs of some 24,000 students during 1976-77.

*Student Aid*

Through its division of student services, the board also assisted institutions with implementation of the new Texas Public Educational Grants (TPEG) program, which became effective in September 1975. It authorizes public colleges to set aside specified portions of hourly tuition charges to be used for scholarships which may be awarded directly to needy students. The program also authorizes each institution to transfer the funds to the board to be matched with funds available through other grant programs, such as the federal State Student Incentive Grants (SSIG) program. Participating institutions are able, in many instances, to double the amount of grant funds available for needy students on their own campuses. Some $1.1 million was made available to Texas through the SSIG in 1975-76. As state administrator for the program, the board awarded grants to students at more than 50 public and some 40 independent colleges and universities.

*Public/Private Liaison*

Since its establishment in 1965, the coordinating board has maintained a close liaison with the independent sector of Texas higher education and the relationship has been of mutual benefit. Private colleges and universities provide the board with important data regarding enrollments, degree offerings, facilities inventories and other information. Such data on the resources of the private sector is invaluable to the board in its statewide planning for the public sector of higher education.

*Aid to Private*

The board administers a Tuition Equalization Grants (TEG) program for needy students at accredited private institutions. The 1975 legislature appropriated $16.5 million to fund the TEG program during the 1975-77 biennium, an increase of $4 million over the preceding biennium. Of the total TEG biennial appropriation, some $1.5 million was allocated as matching funding for the federal State Student Incentive Grants (SSIG) program.

*Medical/Dental Contracts with Private*

The board also administers state contracts with private medical and dental institutions for the education of Texas resident students and appropriations for the contracts during the 1975-77 biennium totaled $32.3 million. Of that amount, $19.5 million was for contracts with Baylor College of Medicine and $12.8 million for contracts with Baylor College of Dentistry. In July 1975 the board approved contracts with both institutions for fiscal year 1976. The contract with Baylor College of Medicine provided $9,736,538 for the instruction of no fewer than 419 students, based on an allowable per student rate of $22,382. The contract with Baylor College of Dentistry for $6,382,552 was for the education of no fewer than 440 students, at a per student rate of $14,105. The 1969 legislation establishing the contract program stipulates how the amount to be paid for each student is determined. It is based on the annual state tax support per undergraduate medical or dental student in public medical or dental schools. Also administered by the coordinating board are annual contracts with the Texas System of Natural Laboratories to coordinate a statewide system of ecology laboratories. From a biennial appropriation of $92,000, the board approved a fiscal year 1976 contract of $46,000 for the laboratory services.

*Ecology*

## UTAH

State Board of Regents
136 East South Temple, Suite 1201
Salt Lake City, Utah 84111
G. Homer Durham, Commissioner and Chief Executive Officer

*Appropriations*

The legislature appropriated $102,936,200 to the Utah System of Higher Education for fiscal year 1976-77, within $608,200 of the amount recommended by the State Board of Regents. The executive committee had returned a $103.6 million recommendation to the higher education joint subcommittee, requesting a cut. The floor battle, which eventually resulted in a restitution of $2 million of the $2.5 million cut, saw bipartisan support for revised revenue estimates. In restoring the cut, the legislature reestablished a personal services fund, attempting to provide equity between salary adjustments in higher education and those in public education and other areas of state government.

*Governance Changes*

The perennial interest in Utah higher education governance was again before the 1976 legislature, a budget session, enhanced by the announced resignation of the commissioner and associate commissioner for finance as of June 30, 1976. Spurred by the commissioner's impending departure, the appropriations subcommittee called each of the nine college and university presidents into individual executive sessions to explore the present system and suggest possible alternate forms of statewide governance. The two most dramatic suggested changes were formalization of the existing "Presidents Council" and restructuring of the office of the commissioner. The regents' chairman told a Salt Lake newspaper: "All matters to be considered by the Regents will go first to the Council which will meet two weeks prior to the regular monthly board meetings." The council would have responsibility for solving problems of administrative detail, sending broad policy items to the regents for resolution. The commissioner of higher education would be the council's chairman. The commissioner's office would be restructured to include three associate commissioners—a new one to deal with two-year colleges and vocational-technical education in the state and the existing associates, one responsible for budgets and finance and the other responsible for planning and academic affairs.

*New Commissioner*

U.S. Commissioner of Education, T. H. Bell, was named Commissioner of Higher Education effective August 1, 1976. Dr. Bell served formerly as Utah State Superintendent of Public Instruction and as superintendent of the Granite School District in Salt Lake City, the state's largest. He was named U.S. Commissioner of Education in June 1974.

*Improvement of Teaching: Two-year Colleges*

During their March meeting, the regents authorized the formation of a two-year college conference for improving the quality of teaching. Its first annual session is to convene September 17, 1976. The conference will be an annual forum for the study of improved teaching methods, use of new educational technology, development of innovative educational delivery systems, reform of curriculum, evaluation of faculty and staff and treatment of other issues of concern to two-year college personnel. Its purpose is professional growth and development of faculty and promotion of quality teaching in the two-year college. Focus for the first session will be on faculty inservice education with the goal of improving teaching at the state's three community and two technical colleges.

Enrollments at some system institutions increased beyond expectations for a

*Enrollments*

second consecutive year last fall (1975), when Utah colleges and universities enrolled 54,738 students (headcount), a full 5.3 percent more students than the 1974 record. Some increase had been anticipated and the high school intentions survey last spring showed that 1 percent more of the graduating high school seniors anticipated postsecondary training. In that survey, Utah students intending to study at one of the state's public institutions showed a 4 percent increase.

Since full-time equivalent (FTE) enrollments grew only 3.5 percent, a shift to more part-time students is evident. The University of Utah is chiefly responsible, where a 3.8 percent growth in headcount students occurred despite an FTE percentage loss. Since there were 2,746 more college students than the year before, with only 608 more high school graduates, many of the additional students apparently reentered college from other pursuits. The resident-nonresident mix shifted this year, with resident enrollment growing faster than nonresident. Nonresident tuition increases in the fall may have been responsible. Vocational-technical enrollments showed healthy growth, up some 7 percent over last year.

*Tuition and Fees*

In March 1976 the regents voted not to increase resident tuition at any of the state's colleges and universities, with the exception of the University of Utah college of medicine. Due to a loss of the Federal Physicians' Augmentation Grant ($1.2 million) resident tuition in the college was raised $220.33 per quarter, resulting in total resident tuition and fees of $518.33 per quarter or $1,555 per year. Nonresident tuition charges were raised $492 per quarter, resulting in total nonresident tuition fees of $1,035 per quarter or $3,105 per year. In addition nonresident tuition was increased $75 per year at Utah State University and $45 per year at the University of Utah. Nonresident tuition in the college of law at the University of Utah was increased $25 per quarter.

*Program Approval*

*Continuing Education/ Community Service*

During the year (July 1975-May 1976) 13 new programs were proposed to the regents, 10 of which were approved and 3 denied. Master planning in continuing education and community services continued this year with some support from Title 1203 of the Education Amendments of 1972. While last year's funds were applied in developing basic assumptions and goals and focusing on vocational-technical education, this year's efforts have been directed toward statewide planning in continuing education and community services. Some 30 recommendations have been developed by a statewide task force, dealing with information sharing, central office coordination, maximizing external options in postsecondary education, budgeting and fee-setting, financial aid for part-time students, tuition-free auditing for older students, counseling and guidance for nontypical students, cooperation among institutions and agencies, public broadcasting and renewed institutional emphasis on lifelong education and community service.

## VIRGINIA

Council of Higher Education
700 Fidelity Building, 9th and Main Streets
Richmond, Virginia 23219
Daniel E. Marvin Jr., Director

*Enrollments*

Enrollment in Virginia's state-supported institutions continued to increase significantly, exceeding 195,000 students. Headcount enrollment for fall 1975 indicated an overall increase of nearly 16 percent, which was in excess

of the national increase of 9.7 percent estimated by the National Center for Education Statistics. Virginia's community colleges experienced a 27 percent increase and the four-year colleges grew by more than 8 percent. Preliminary headcount figures showed Virginia's private colleges experiencing a 2 percent increase over fall 1974. This is the second year in a row the private colleges have experienced an enrollment growth, continuing a reversal of an earlier decline.

*Budget Review and Recommendations*

This year was the first in which the Council of Higher Education exercised the authority granted it in 1974 to review and provide recommendations on institutional budget requests to the governor and the General Assembly. Upon request of the house appropriations committee, the council also reviewed and recommended a priority listing for more than 120 capital outlay projects at senior and community colleges. Due to financial constraints, only limited funds were made available for 1976-78 capital outlay and the $28 million designated for higher education was largely confined to essential repairs and renovations. A special tax package generating an additional $25 million for capital outlay projects was also passed and the governor was given the authority to use some of these funds for the construction of a new law school at the College of William and Mary if it is determined that construction of the building is essential to maintain the law school's accreditation.

*Capital Outlay Projects*

*Appropriations*

In other budgetary actions, the legislature appropriated over $1 billion for higher education operating expenses for the 1976-78 biennium, an increase of 33.5 percent over 1974-76. In initiating a major policy regarding tuition in Virginia, a goal was set by the legislature, to be implemented over a six-year period, that tuition and required fees are to constitute at least 30 percent of the total education and general (instructional, research, public service functions, and support services such as libraries and general administration) costs at each senior institution. The purpose for this policy was to provide a more equitable distribution of state tax funds as well as to reduce the variations in the tuition rates among public senior institutions of higher education.

*Tuition and Fees*

*Student Aid*

Public colleges and universities received over $21 million to be used for financial aid during the 1976-78 biennium. Funding of the two statewide student aid programs administered by the Council of Higher Education was also substantially increased. The Tuition Assistance Grant and Loan Program (TAGLP), which is specifically earmarked for students attending private colleges, was converted from loan assistance to grant assistance only. The College Scholarship Assistance Program (CSAP) provides funds for students attending public and private institutions and, unlike the TAGLP, is a need-based program. Funding for CSAP was increased nearly 70 percent and TAGLP funds were increased by approximately 100 percent.

*Optometry School Study*

The council completed and submitted a legislatively directed study on the need for a school of optometry in Virginia and the surrounding region that concluded that any efforts to initiate a school of optometry should be done cooperatively with other states. The council was directed by the 1976 legislature to initiate discussions with surrounding states and to determine the feasibility of establishing a regional school of optometry in Virginia. Legislation was introduced as a consequence of the Joint Legislative Audit and Review Commission's program evaluation of the Virginia community college system which was completed in 1975. The Council of Higher Education was directed, in cooperation with public and private colleges, to develop articulation agreements between community colleges and public and

*Articulation Agreements*

*Aid to Elderly*

private senior colleges in Virginia. An amendment to the Senior Citizens Higher Education Act lowered the age requirement from 65 to 62 for persons to qualify for reduced tuition rates on a space available basis. Chris-

*College Granted Independency*

topher Newport College, a four-year branch of the College of William and Mary, was granted independent status and given its own Board of Visitors.

*Program Review, Discontinuance and Approval*

An evaluation of degree programs of Virginia's community colleges was conducted by the council and as a result of council action, 10 programs were either discontinued or consolidated. Council staff and the Department of Community Colleges staff identified 12 other programs as not having sufficient productivity and these were discontinued by the community colleges board. Twenty-three new programs were approved by the council to be initiated by public colleges and universities in the fall of 1976 and approval was also granted to planning requests for 13 new programs. Planning requests are usually followed one year later by requests to initiate programs.

*Information System*

The Council of Higher Education completed a one-year pilot study and the first phase of the council's information system is being implemented in 1976-77. A modified NCHEMS* Information Exchange Procedure (IEP) is being used to collect enrollment, staffing, expenditure and credit-hour costing information. Two budget models have been developed to forecast statewide and institutional expenditure requirements. Continuing development is expected over the next year in the area of facilities utilization and enrollment projections. A council health manpower study, initiated by the

*Health Manpower Study*

legislature and continued for the 1974-76 biennium by a grant from the U.S. Department of Health, Education and Welfare (DHEW), has received additional funding from DHEW to continue until June 1977. In addition to analyzing health-related degree program production and manpower needs in health-related fields, a study of continuing education needs and resources for health professionals is being conducted.

## WASHINGTON

Council for Postsecondary Education
908 East Fifth Street
Olympia, Washington 98504
Patrick M. Callan, Executive Coordinator

*Communication/ Inservice Education Service*

The Council for Postsecondary Education, the Education Commission of the States Inservice Education Program and the George Frederick Jewett Foundation sponsored a two-day seminar for representatives of Washington governing and coordinating boards in May 1976. The purposes of the meeting were to improve communications among boards and to discuss issues of mutual concern. The roles of governing and coordinating boards, academic planning, collective bargaining and consumer protection were the subjects of the presentations by consultants and small group discussions. A follow-up survey of participants in the seminar will attempt to identify mechanisms for interboard communication and inservice education which might be utilized in the future under the joint auspices of the council and the governing boards.

*Statewide Plan*

The comprehensive plan for the state was completed and adopted by the council. The plan addresses matters pertaining to all of Washington

*National Center for Higher Education Management Systems

postsecondary education and describes the state's educational goals, the current operating assumptions and recommendations for achieving these goals. The plan was adopted by the council after a series of 20 public meetings throughout the state and review at the institutional level. An assessment of need for advanced programs in the engineering technologies and an inventory of two-year programs in this area was completed as part of a council report for the legislature. The report concluded that the need for advanced studies in engineering technologies centers on continuing education offerings in the populated areas of the state. The need for a baccalaureate program was not persuasive, although some interest was apparent. The report concluded that a pilot program in one of the state's metropolitan areas would be an appropriate way to proceed. Finally, the report further substantiated the conclusion that a polytechnical institute is not needed in Washington.

*Engineering Assessment and Inventory*

Additional need assessments for postsecondary education programs generally were completed for the Spokane and Tri-Cities (Richland, Pasco, Kennewick) areas. The Spokane report concluded that although postsecondary education services in the area were adequate, coordinative relationships among institutions serving the area were less than optimal, and the report recommended procedures by which these problems could be overcome. A second report noted a lack of upper-division educational offerings in the Tri-Cities area and recommended that Central Washington State College, operating in an off-campus mode, be given primary responsibility for meeting upper-division needs. A report on the need to designate one of the state colleges as the state regional safety center, with responsibility for providing safety education programs and research for the state and region, was completed and sent to the legislature. The report concluded that safety center functions are presently being effectively performed by other agencies and institutions, the need for consolidation is not apparent and that educational programs be developed to meet demonstrated need in this area.

*Program Needs Assessment*

*Regional Safety Center*

The council completed several studies relating to a system of establishing tuition and fees as a proportion of educational costs leading to policy recommendations on resident and nonresident tuition and fees for two- and four-year institutions at the undergraduate, graduate and professional levels. Related studies included an analysis of the fiscal impact of granting resident status to certain nonimmigrant aliens, foreign students and all G.I. Bill veterans. A study of Washington two- and four-year college and university faculty salaries was completed which includes national salary data in the comparative analysis. A state-by-state comparison of financial support to higher education was also made, analyzing state and local appropriations from several perspectives. States were ranked on the basis of enrollment demand, percentage of private to total enrollments, availability of tax revenues, appropriations as a percentage of tax revenues collected and appropriations per $1,000 per capita personal income.

*Tuition Policy*

*Faculty Salary Study*

*Finance Study*

A report was submitted to the governor and the legislature on the 1976 capital budget projects requested by the public institutions of higher education. The council has undertaken a review of budget formulas used in higher education. The report, scheduled to be completed in September 1976, will make recommendations for current formulas used in budgeting the programs of student services, plant maintenance and operations, libraries and instruction. A survey of lab and course fees charged by each public institution of higher education was made to determine the impact if all or a portion of lab and course fees were eliminated. The report found that elimination of lab and course fees would most affect the community college system.

*Capital Budgets*

*Budgeting Formulas*

*Lab/Course Fees*

*Student Aid*

The state need grant and state work-study, the two primary student assistance programs in the state, both saw increased activity during 1975-76. Modifications toward simplification of the nomination process for state need grant eligibility and standardization in grant amounts facilitated institutional efforts in earlier packaging and awarding of state aid. Students will be required to apply for basic grants in order to be eligible for grant receipt during the 1976-77 academic year. The second year of the work-study program brought additional success stories from the field. Reports concerning the successful experiences of the educationally related employment opportunities in the profit-making sector generated an increasing number of inquiries about the program and requests for students, thus reducing the active solicitation efforts of the financial aid and placement administrators.

In accordance with the council's statewide plan for postsecondary education and a majority vote of the Washington Financial Aid Association, the common application form recommended by the National Task Force on Student Assistance Problems (Keppel) will be utilized for state, federal and institutional aid programs in Washington beginning during the fall 1977. Mid-summer will mark the completion of two major research and reporting efforts: Washington's second student resource survey and the compilation of a total student aid expenditures report known as the unit record. The data from both of these reports will be used extensively in budget and legislative hearings in the fall.

## WEST VIRGINIA

Board of Regents
1316 Charleston National Plaza
Charleston, West Virginia 25301
Ben L. Morton, Chancellor

*Appropriations*

The majority of attention culminating in any final 1976 regular session legislative action related to appropriations. Total general fund (general tax sources) appropriations were increased over the previous year by $12,443,254 or 12.6 percent. To date the total 1976-77 appropriation of general funds for all higher education purposes is $111,167,854 as compared to $98,724,600 in 1975-76. However, within this total, medical schools and centers were increased from $10,829,952 to $14,891,822 for an increment of $4,061,870 or 37.5 percent. The other components combined increased only 9.6 percent.

*Supplemental Appropriations*

At the time of this report there is a real possibility that the governor will shortly call a special session of the legislature to consider recommendations for supplemental appropriations. There are indications that he will include supplemental funds for higher education in his call. (Note: The session has been called in late July.) In conjunction with appropriations, the legislature passed over the veto of the governor legislation requiring all agencies and

*Salary Increases*

departments of state government (including the Board of Regents' system) to grant an across-the-board $1,000 annual salary or wage increase to all full-time employees, regardless of the source of funds. This requirement virtually wipes out the nearly 10 percent incremental funds provided for personal services in higher education

*Advisory Councils*

The only nonappropriations legislation directly and uniquely related to higher education that passed in the 1976 legislative session placed in state statute form the existing Board of Regents' advisory councils of faculty and

students. In addition to the 1976 regular session since last summer, the governor called a special session in the fall of 1975. At this time the legislature passed a bill requiring the regents to assume the operation of the existing private osteopathic college in Lewisburg, West Virginia. At the 1975 regular session, a bill was passed authorizing the board to take over the school. It declined to do so under the discretionary legislation.

*Private Osteopathic College to Public*

**WISCONSIN**

University of Wisconsin System
1700 Van Hise Hall
Madison, Wisconsin 53706
John C. Weaver, President

One of the highlights of the year for the University of Wisconsin System was a fourth anniversary report by the president to a meeting of the Board of Regents in December 1975. He observed that being closely involved in "perplexities" since the statewide system of 27 public university campuses was created in the fall of 1971, "we have tended to overemphasize the negative and underplay the positive." He listed "some of the clear accomplishments" in which the board could take satisfaction. "We have as a team made the merger work. We have done so in the face of often unprecedented sensitivities, obstacles and constraints. This success is based on uncommon levels of cooperation and sacrifice on the part of many individuals among our faculties, our staff, our student bodies and of this board itself."

*Four-year Report*

In particular the system has:

*Accomplishments:*

—Completed mission definition for the system, the 13 universities, 14 freshman-sophomore liberal arts centers and statewide extension.

*1) Missions*

—Completed comprehensive academic audits of 319 master's degree programs and started campus-based reviews of 137 doctoral programs and 643 undergraduate majors.

*2) Program Audits*

—Prepared for and started "rational academic planning" by completing systemwide task force studies of programs in agriculture, health sciences, engineering and technology, veterinary medicine, business administration, legal education, criminal justice, computing services and women's and ethnic studies.

*3) Studies*

—Developed and begun implementing the first "truly coordinated plan" for university outreach in Wisconsin.

*4) Outreach Plan*

—Established mutually productive accommodations in programming and planning with the vocational, technical and adult education system. More has been accomplished in this area of voluntary cooperation than in all of the years that preceded merger.

*5) Voc-Tech Cooperation*

—Weathered the painful but necessary declaration of states of "fiscal emergency" on five campuses and coped as compassionately as possible with the complex and agonizing problems of layoff, retrenchment and reassignment.

*6) Fiscal Emergency*

—Successfully developed systemwide budget planning and information capabilities which are now being widely copied in whole or in part by other universities and systems.

*7) Budget Planning*

—Established interinstitutional and regional consortia aimed at improved service to regional needs and reducing unnecessary duplication of effort and underutilization of services.

*8) Consortia*

*9) Aid to Minorities*

—Initiated a major program of academic support services and financial aid for minority and disadvantaged students.

*10) Personnel Policies and Equal Opportunities*

—Established systemwide personnel policies for faculty and academic staff.

—Instituted an affirmative action and equal employment opportunities program.

*11) Energy*

—Achieved major energy conservation gains.

*12) Planning/Budgeting*

—Developed and gained state acceptance of a four-year ("2+2") academic planning and budgeting concept for the system.

*13) Support Index*

—Instigated a new approach, which has been adopted in several other states, combining a composite support index for assessing relative support capacities of each university and a targeted capacity funding concept.

*14) Modular Calendar*

—Implemented an experimental modular calendar system to replace the traditional semester and quarter systems on the Oshkosh campus.

*Appropriations*

The 1975-76 fiscal year began with enactment of a state biennial budget for 1975-77 authorizing $1.3 billion in total expenditures for the university system. The regents approved a 1975-76 annual budget of $661.6 million, of which under one-half ($313 million) was in state tax funding. The total increase over 1974-75 was $41.3 million and the increase in state tax funds was $9.3 million. Average increases for faculty and academic staff of 6.5 percent for 1975-76 and 5 percent for 1976-77 were included in the biennial budget. However, the average increase for 1976-77 was raised to 6 percent to parallel the increases awarded to represented civil service employees. For the first time, the budget authorized a sabbatical program. State funded sabbaticals in 1976-77 will be limited to $200,000, to come from regular campus budgets and no additional funds were provided. Faculty with six or more years of full-time instructional service may apply, beginning the second term. At their May 1976 meeting the regents approved average increases for 1976-77 of 6.6 percent in fees and tuition, 8 percent for rooms in university halls and 6.5 percent for meals.

*Salary Increases and Sabbaticals*

*Tuition Increases*

*Enrollments*

Enrollments increased in the fall of 1975 at 9 of the 13 universities and at 11 of the 14 two-year liberal arts centers. Total enrollment reached 143,740, up from 139,891 in fall 1974. The system remained in fourth place in total enrollment among "unitary" universities and systems, behind the two New York systems and the California state university and college system. In a ranking of public university enrollments by state, Wisconsin ranked number 10. Wisconsin summer session enrollments in 1975 increased 4,266 over 1974 to a total of 54,375.

*Enrollment Limits*

In a major change from traditional funding practice, the 1975-76 state budget did not provide state funding for the majority of additional university students. To prevent deterioration in quality of instruction, a "directed growth" policy was adopted which limited total enrollments for the first time at Wisconsin public universities. The limits were in effect in 1975-76 at Madison, Eau Claire, La Crosse and Stout at Menomonie. In March 1976, the regents set limits for all campuses and a system limit at 145,661, with a transitional figure for 1976-77 of 146,214. Faced with protests from parents of prospective students denied admission, the Madison faculty voted to explain that the limits were established because the legislature had not provided funding for additional students.

*Long-range Planning*

Long-range planning for the system moved forward during the year, with approval by the regents of the academic/fiscal planning paper (LR-1), "University of Wisconsin System Goals for 1976-81." A second academic/fiscal planning paper (LR-2), "The Planning Context for 1977-81", was completed that provides a common base of assumptions and information for

use by planning committees and administrators of the several institutions. The regents also approved the concept of "entitlements to plan" academic programs on a four-year front and approved the first specific proposals under the program. Identification of a program in the entitlement to plan does not replace the need for later approval by the institution, central administration and the regents.

*Consortia*

The West Central Wisconsin Consortium and the Urban Corridor Consortium were operational during the year in encouraging joint academic planning and cooperation to make best use of educational resources. Development of relationships intensified in the Lake Superior Association of Colleges and Universities (LSACU), which includes institutions in Wisconsin, Michigan, Minnesota and Canada. After an eight-month study of proposals ranging from consortia to merger for University of Wisconsin-Superior and University of Minnesota-Duluth, a task force recommended that voluntary cooperation be intensified through the LSACU. UW-Superior will study a proposal to shift from two semesters to a quarter system compatible with UM-Duluth. Only UW-River Falls is now on a quarter system in Wisconsin. Several bilateral activities for program sharing were developed within the university system during the year. Implementation of system task force recommendations in agriculture, engineering/technology and business administration continued in 1975-76 and progress reports were made to the regents in February 1976.

*Interinstitutional Cooperation*

*Research and Development*

The National Science Foundation reported in May 1976 that the University of Wisconsin-Madison ranked number one in the nation in total research and development expenditures in the sciences and engineering for 1975 with a total of $95,436,000, an increase of 11 percent over 1974. UW-Madison reported large increases in federally sponsored biological and medical sciences, totalling $3 million, or 17 percent above 1974 levels.

*Health Sciences Advisory Council*

To advise the president on the development of health sciences programs throughout the university system, a health sciences advisory council was created in summer 1975. The council has 21 members, 14 from the system and 7 from other state and private organizations and institutions. As a top priority the council will make recommendations concerning plans to integrate with the system's long-range academic plan. In Madison, where construction of a new $94 million health sciences center continued, the regents approved a $41.6 million budget for 1976-77 for the center.

*Veterinary School*

Both houses of the legislature passed a bill authorizing a school of veterinary medicine in the system and providing $238,000 in planning funds, but the governor vetoed both the funding and the authorization and called instead for a study of possible funding sources. The legislature restored the authorization without planning funds. The actions were interpreted as a directive not to proceed with further building or program planning unless the next session of the legislature provides for funding to build and operate the school.

*New Extended Degree Programs*

In May 1976 the regents approved establishment of several extended degree programs. These will provide for selected campus development of general and professional extended degrees to students who cannot enroll in campus-based programs because of job, family or geographic problems. Learning resource centers will be established to support the extended degree programs.

Wisconsin law authorizes collective bargaining for state classified civil service

*Collective Bargaining*

employees but not for faculty or academic staff. The 1975 legislature considered two bills to authorize faculty collective bargaining. One, providing for a broad scope of bargaining, was backed by a faculty organization representing faculty on several campuses and the other, limiting bargaining to economic areas, was based upon a report by a regent task force which included faculty, administration, student, legislative and state government members. In the legislative hearings on the bills it was clear that faculty members in the system were seriously divided on the issues, particularly those relating to university governance. In the end, neither bill passed the legislature, but the issue will be waiting when the 1977 legislature convenes in January.

*Program Audit and Opposition*

The State Legislative Audit Bureau encountered strong opposition from the regents in February 1976 when it proposed an audit of academic programs in the university system. After hearing the state auditor explain the proposed audit, the regents directed the staff not to participate in it. Regent and legislative leaders then met to discuss the problem and the result was a legislative amendment to the law defining the duties of the audit bureau, which states: "In performing postaudits under the subsection, the legislative audit bureau shall not examine issues related to academic freedom within the university system. A postaudit shall not examine into or comment upon the content of the various academic programs, including degree requirements, majors, curriculum or courses within the university system, nor shall any such postaudit examine into the manner in which individual faculty members or groups of faculty members conduct their instructional, research or public service activities. This subsection does not preclude the bureau from reviewing the procedures by which decisions are made and priorities set in the university system, or the manner in which such decisions and priorities are implemented within the university system, insofar as such review is not inconsistent with S 3609." A phased approach for a survey by the audit bureau of academic management policies and procedures was agreed upon and is under way.

*Personnel Rules and Compensation*

In personnel actions, the regents in September 1975 approved academic staff personnel rules and the staff completed the first annual report to the governor and legislature on salary ranges for top level administrative positions. The system personnel office implemented new compensation programs for 10,500 represented and nonrepresented classified civil service employees, completed bargaining with 5,400 classified employees in 10 bargaining units and began negotiations with 4,100 clerical and related employees.

*Affirmative Action/ Equal Opportunity*

During a year which has seen major revisions in civil rights procedure and policy direction at both the state and national level, the system has continued to strengthen its affirmative action and equal opportunity programs, and at the same time adjust to the new thrusts by the enforcement agencies. Systemwide reporting methodology has been standardized and a data file which is in conformance with state and federal reporting obligations and which satisfies internal reporting and monitoring needs has been developed. A new on-site review approach to monitoring has been instituted with the expectation that the system will in future years be better able to assess its own performance and remedy its shortcomings independent of prompting from enforcement agencies.

*Capital Budget Planning*

The major emphasis in capital budget planning shifted from large scale new construction to maintaining and remodeling a physical plant encompassing nearly 25 million square feet with a replacement value of $1.5 billion. New

emphasis also was given to improving outside areas of the campuses. Architects and engineers also directed major efforts to an orderly reduction of the uses of energy because of the rapid increase in energy costs.

*Student Aid*

Student financial aid staff members at system campuses worked with their counterparts of the Board of Vocational, Technical and Adult Education and the Higher Educational Aids Board to develop a new state grant program. It combines several programs into a single centralized system, while providing for distribution locally and changes by campus financial aid offices where needed. The common data form and uniform need analysis system developed by the National Task Force on Student Aid Problems are being used. System staff members also participated in the creation of a central financial aid data base for Wisconsin resident undergraduate students. This makes available for the first time uniform reporting of student budgets, family contributions and assistance awarded for each student and each institution, public and private.

*Interstate Regents Meetings*

For the third consecutive year the regents met jointly with the University of Minnesota regents. Topics at a November 1975 meeting included Superior-Duluth campus cooperation, Wisconsin students at the Minnesota veterinary medicine school and faculty collective bargaining.

*Intercollegiate Athletics*

After a three-year study of intercollegiate athletics programs in the system, the regents in January 1976 voted to continue financial support at the present level. The duties and responsibilities of the office of the commissioner of athletics were expanded during 1975-76 to include serving as commissioner for the Wisconsin Collegiate Conference (14 freshmen-sophomore centers) as well as the Wisconsin State University Conference (nine former Wisconsin State Universities).

## CANADIAN PROVINCES

### MANITOBA

Universities Grants Commission
11-395 Berry Street
Winnipeg, Manitoba, Canada R3J 1N6
W. J. Condo, Chairman

*Appropriations*

Amendments to the appropriation acts and orders-in-council were approved at the close of the 1976 spring session of the Legislative Assembly. The effect of the amendments require the institutions to present balanced budgets to the Universities Grants Commission for approval. For 1976-77, the legislature provided $89.1 million, an increase of 14 percent over 1975-76, for the support of the three universities and one affiliated college. For 1976-77, the commission adopted a new method of allocating funds based on categories of expenditure types.

*Enrollments*

Manitoba institutions are experiencing a continued small growth in enrollments. Full-time students for 1975-76 numbered 18,090, an increase of 3.7 percent over 1974-75. Part-time enrollment was 17,967, a decrease of 2 percent from 1974-75. Full-time graduate enrollment increased to 1,390, up 1.6 percent over the previous year.

*Program Review*

The commission adopted a new procedure for program review during 1975-76. Institutions are now required to submit a "letter of intent" for each new program or program change. The letters are reviewed by the

commission and, if approved, the institutions are authorized to prepare a formal proposal. The proposals are then forwarded to an eight-member program advisory committee for study and recommendation. During 1975-76, six new, or revisions to existing, programs were approved. No new major programs have been proposed for 1977-78 as yet, although revisions to existing programs are expected.

*Capital Funds*

There is still a moratorium on government funding for new buildings in the province although funds are being allocated for renovations to existing facilities. The University of Manitoba faculty association concluded its first union agreement with the Board of Governors during 1975-76.

*Collective Bargaining*

## ONTARIO

Council on University Affairs
801 Bay Street, 2nd Floor
Toronto, Ontario, Canada
J. Stefan Dupre, Chairman

*Funding and Appropriations*

During 1975-76 the Council on University Affairs (OCUA) submitted eight advisory memoranda to the government of Ontario on topics ranging from funding approval for specific programs to program planning in general, system funding advice and allocation of the government's operating support for 1976-77. In the realm of operating support, the council recommended and costed four funding objectives: to offset inflationary trends, to maintain existing levels of service, to accommodate predicted enrollment increases at the undergraduate level and to recognize the need for financial viability in the university system. The operating support level required to meet these objectives was calculated at $642.8 million for the 15 provincially assisted universities, Ryerson, OISE, the Ontario College of Art and the Bar Admission Course. The government responded with an operating allocation of $637.5 million. For capital outlay, the council's recommendation of $11.8 million for alteration and renovation projects was accepted.

*Formula Funding*

In its allocative advice the council introduced a number of new departures. The number of extra-formula supplementary grants was reduced and a plan adopted whereby other general supplementary assistance will be eliminated over time. A rationale for the calculation of special grants for institutions in Northern Ontario was developed. Multiyear undergraduate enrollment averaging was introduced as a first step toward enhancing the stability and predictability of funding through the operating grants formula. Grants for graduate studies have been completely desensitized to enrollment for a period of two to three years to assist the university system in rationalizing graduate offerings by neutralizing the financial steering effects of the formula.

*Institutional Hearings and Plans for the Future*

The council's hearings with the university community in spring 1976 centered on long-range planning, capital assistance policy, graduate program planning, research, operating finances and tuition fees. Important matters that will be given close attention by the council during its third year include the long-range future of the university system and program planning at the graduate level. Attention will focus upon further refinement of equity in institutional financing and the clarification of objectives designed to ensure adequate funding of bilingualism.

**QUEBEC**

Conseil Des Universités
2700 Boulevard Laurier (8e)
Ste Foy, Quebec, Canada
Germain Gauthier, President

*Budgeting, Collective Bargaining and Operating Grants*

After a decade of heavy growth in enrollments, capital funding and operating grants, a new perspective has been evolving which centers on cost control and saturating enrollments in a few years. Thus the search for a new funding formula has been abandoned and the government is now going ahead with a program budgeting approach for higher education. The focal point has been the large-scale collective bargaining between the government and the three large labor unions in the public and parapublic sectors. As of mid-June, the operating grants for 1976-77 have yet to be announced. The delay is mostly due to the deadlocked bargaining talks in the public sector. Because enrollment increase was about twice that projected for 1975-76 and the cost of living bonus was integrated in the salary scales, final basic expenses for that year have increased by about 30 percent over that of the previous year. Thus the more modest increase expected for next year is based on a solid foundation.

*Enrollments*

Although projected at about 4 percent, 1975-76 enrollment increases developed to 8.68 percent, fueled mainly by the francophone universities. Projection for 1976-77 has been set at 3.7 percent but it may again prove to be low. Most of the increase is in the nonprofessional sectors where job hunting is proving to be quite a challenge.

*Program Budgeting*

To complete the implementation of program budgeting in its departments, the government has decided to apply the new approach to the department of education. For higher education, this has meant a new budgetary process with more stringent control by the treasury board and a consequent reduction of the universities' traditional autonomy in questions of management and resource allocation. A first proposal was made last year and provoked widespread opposition. A somewhat toned-down version was made last March and has been better received, if not widely accepted. The first consequence will be to put under closer scrutiny all university requests for increasing expenses. The new process will be used to establish next year's budgets for the universities. A modest budget is usually allocated for new programs after the advice of the program review committee. Apprehension about the new budget process has caused a rash of new program proposals and 51 were evaluated during the current year. Since the committee has a coordinating role in program development, the situation has put quite a strain in its usually good relations with the universities and in its ability to fulfill its role.

*New Program Proposals*

*Collective Bargaining*

The enforcement of salary guidelines for university personnel by the government has accelerated the unionization in universities. Support staff is completely unionized as is teaching staff in the francophone universities. Thus the universities are moving closer to being an eventual party in the large-scale bargaining in the public sector. Negotiating contracts is a new role for universities and it is proving to be a difficult one. Strikes and work slowdowns by teaching and support staff, as well as lockouts, have generated some student backlash. In one university, students have demanded to be a party to contract talks between professors and the university. In another they have walked out to protest an extended winter session required by a six-week support staff strike.

*Research*

After this year's 10 percent increase in Quebec research grants, next year provides for zero growth. Coupled with the continuing freeze on federal research aid, the Quebec action has triggered anguished reactions from universities and research groups. This issue is sure to remain active next year.

*Financial Problems*

The general financial situation of the universities is good to average. However, the continued financing of increased enrollments at marginal cost, which has been practiced for the last few years, brings to bear more and more pressure for quotas in expensive programs. Squeezed between generous settlements on workloads and salaries on the one hand, and increasing enrollment and marginal cost financing on the other hand, the universities are facing some hard choices for the coming years.

## REPORTS RECEIVED AFTER JULY 15, 1976

### CALIFORNIA

Postsecondary Education Commission
1020 12th Street
Sacramento, California 95814
Donald R. McNeil, Director

*Statewide Five-year Plan*

During 1975-76 the California Postsecondary Education Commission completed its second year as the statewide agency for planning and coordination for all education beyond high school. Highlighting this second year was the development of the commission's first five-year plan for postsecondary education. The scope of the planning effort covers the entire range of postsecondary education—independent institutions, private vocational schools, adult schools and public higher education—and integrates the planning efforts of the public segments and others. The primary purpose of the plan, revised and updated annually, is to enable the commission to achieve an integrated approach to planning within the context of identified state goals, thereby providing a framework for statewide policy decisions.

*11 Priority Issues*

The commission has assigned first priority to 11 educational issues or problems: (1) a statewide information system, (2) adult education, (3) financing of public and private postsecondary education, (4) regulation of private vocational institutions, (5) regional planning, (6) equal opportunity, (7) evaluation of program quality, (8) educational and career counseling, (9) vocational education, (10) student financial aid and (11) collective bargaining.

*New Staff/ Committees Structure*

This year the commission adopted a new organizational structure for its committees and staff, which corresponds to its major responsibilities in postsecondary planning and coordination. Committees were formed to develop policies in three broad areas: information systems, coordination and review and planning and special projects. These committees, working closely with staff, develop and recommend to the commission policy and procedures for carrying out its various responsibilities. In addition, the commission established a governmental relations committee to study all major legislation affecting postsecondary education and to develop recommendations as to positions the commission should take on specific bills.

*Studies*

During the past year, concurrent with the planning process, the commission conducted a number of individual studies in high-priority areas. Policy recommendations based on these studies were transmitted to the governor and the legislature for consideration during the current legislative session.

*Adult Education/ 2-year Colleges Financing*

In February, the commission adopted a staff report, "Adult School and Community College Finance," that recommended the legislature discontinue the 5 percent "cap" on funds for adult education and community colleges. A new financing mechanism was recommended to tie public support for these segments more closely to projections of state revenues; eliminate a patchwork of terms, definitions and formulas which has grown up around the current method of financing adult education; and provide a process for equalizing expenditures per student and tax effort per state taxpayer. By lowering the revenue limit for adult education, the commission's proposal would eliminate the current financial incentive to expand enrollments. It also would eliminate state funding for recreational courses and the unequal impact of economic recession upon districts in terms of enrollment limitations and tax shifts to the local taxpayer. As a result of its work in this area, the commission is an active participant in the legislative discussions of the 1976-77 budget for adult schools and community colleges.

*Regional Planning Councils and Consortia*

In response to a 1974 legislative resolution, the commission developed a detailed proposal for establishing regional planning councils for postsecondary education. The staff report, adopted by the commission in February, recommended a plan that would provide for competitive pilot programs on a three-year trial basis. The proposal would build upon existing consortia of postsecondary education institutions in California, providing a basic annual grant of $40,000 to each consortia selected to participate. The major objectives of these pilot programs are: (1) to develop and promote systematic and stable regional intersegmental cooperation and communication; (2) to demonstrate the costs and benefits of intersegmental regional cooperation; and (3) to improve planning, needs assessment and management of scarce resources, particularly in relation to the development of adult education programs.

*Counseling Centers*

The same resolution also directed the commission to develop a plan for establishing, on a pilot basis, independent educational counseling centers. In a report adopted in February, the staff proposed the funding of two pilot programs—to be established in cooperation with the San Francisco Consortium and the Northeastern California Consortium (administratively located in Chico)—that would provide for one urban and one rural community advisement center to be funded for a three-year pilot period and subsequently evaluated by a study team composed of commission staff and outside consultants.

*Information Systems*

During the past year, the information systems division of the commission began development of California's first comprehensive statewide data base. California is one of five pilot states participating in a four-year project to develop and test a state-level information base under the direction of the National Center for Higher Education Management Systems. The commission also serves as the state coordinator for the Higher Education General Information Survey (HEGIS). This year, for the first time, all degree-granting institutions in California were included in the survey, with information collected on enrollments, residence and migration of students, degrees conferred, institutional finances, libraries and faculty salaries. After this data has been organized and edited, it will be recorded on computer tapes for retrieval and analysis.

*Vocational Schools Survey*

The Postsecondary Career School Survey, sponsored by the National Center for Education Statistics, gathers information on programs and enrollments from vocational schools. This year the survey of approximately 1,800 schools is being coordinated by the commission, the first time by a

California agency. This is a major step toward the first description of the vocational school universe in California—possibly the largest segment in terms of student enrollment. The survey also represents a shift by the commission from a concentration on degree-granting "higher" education to a concern with the totality of "postsecondary" education.

*Institutional Directory*

A *Directory of California Colleges and Universities*, using information collected through HEGIS and telephone interviews, was published by the commission this year. This is the first complete listing of public and independent degree-granting institutions in California.

*2-year College Study:*

*1) Enrollment and Performance Patterns*

Early in 1976 the staff completed a three and one-half year study of patterns of enrollment and performance in the community colleges. The basic intent of the study was to obtain information about what a large majority of those community college students are doing who do not earn degrees and certificates and who do not transfer to four-year institutions to earn baccalaureate degrees. Emphasis was placed on the collection and analysis of data on patterns of student enrollment and performance in relation to personal characteristics such as age and sex. Data collection continued into the fourth year after the students were initially enrolled.

*2) Findings and Recommendations*

Among the significant findings and related recommendations are:

—Continuing education for part-time adult students has become the dominant function of the community colleges, with no resultant neglect of the occupational, transfer and general education functions for more traditional students.

—Definitions of students and procedures for counting them do not reflect adequately the complex nature of the new student clienteles and their frequently changing objectives.

*Review Responsibilities*

The commission's coordination and review division is concerned with the ongoing review responsibilities and for special studies arising from the review process. These include the review of academic and occupational plans and programs, proposals for new campuses and off-campus centers, faculty salaries, selected budgetary issues and other special studies. In addition, the division administers the two federal programs. Recognizing the need for a complete listing of both existing and proposed programs in all accredited California institutions, the commission staff completed a 214-page inventory of programs arranged according to the HEGIS classification system. The staff will update the inventory annually and, beginning with the 1976 edition, make it available to the general public.

*Program Inventory*

*New Campuses/ Off-campus Centers*

The legislature has directed the commission to review all proposals for new campuses and off-campus centers in public postsecondary education and to advise the legislature and governor on the need for these facilities. During the past year the commission acted on three such proposals. A downtown center proposed by the San Francisco Community College District was approved, subject to a formal agreement for use of the facility by San Francisco State University. However, the commission advised that additional facilities for the district should not be approved until all existing facilities had been inventoried and the total enrollment capacity of the district determined.

The commission recognized the establishment of the new Los Angeles Mission College in the Los Angeles Community College District, but made no recommendations for the use of state funds for site acquisition or

construction of facilities. The commission advised against the proposed acquisition of the California Western University school of law in San Diego by Hastings College of Law (San Francisco).

*Veterinary Education*

A review of veterinary medical education in California was included in the commission's work plan for this year. The need for such a review was emphasized by a resolution introduced in 1976 which would have directed the commission to study the feasibility of a second veterinary school in southern California. The University of California also has recently proposed a substantial increase in the size of the entering class of its school of veterinary medicine at Davis and construction of two satellite clinics in central and southern California. Given the legislative mandate that the commission review and approve all proposed off-campus centers, early completion of the veterinary education study assumed a high priority.

*Engineering Education and Licensing Study*

Also during this past year, the commission has been closely involved in two major studies. One examines the relationship between the state's licensure requirements and engineering education programs. As occupational/professional licensing is an area in which the state exerts a direct and pervasive influence on the educational process, the results of the engineering study will enable the legislature to insure that licensure requirements are up-to-date and reflect the best educational planning available for the protection of the state's citizens.

*Health Manpower Study*

The second study assesses the field of health manpower in California. The commission's 1975-76 budget contained $150,000 from the legislature for a massive study of health manpower in California, to be carried out in cooperation with the State Department of Health Manpower and the University of California. This study, being done by contract and with the assistance of commission staff, considers the impact of national health insurance on the need for medical personnel, migration patterns of health personnel to and from California, the need for particular specialists, the feasibility of using mid-level practitioners in place of physicians and dentists, the need for state-funded programs to train medical personnel, the appropriate location of clinical training programs, and the adequacy of educational opportunities for Californians in the health sciences. The study will provide the legislature and the governor with needed valuable information to make informed decisions about these crucial and high-cost programs.

*Legislative Activities*

During the course of the past year, the governmental relations committee reviewed nearly 40 bills and resolutions, taking positions on 20. The committee also reviewed a dozen "special funding" bills—legislation which makes special appropriations for purposes normally considered in the budget-making process. Before the beginning of this legislative session, the committee heard testimony from segmental representatives on their legislative programs for the coming year. In addition to the legislation reviewed by the committee, commission staff examined approximately 230 senate and assembly bills relating to postsecondary education.

## MISSOURI

Department of Higher Education
600 Clark Avenue
Jefferson City, Missouri 65101
Charles O'Halloran, Interim Commissioner of Higher Education

July 1, 1976, marked the completion of the second year of operation for the Department of Higher Education, headed by a Coordinating Board for

*1976-77 Priorities*

Higher Education. Priorities established to guide its activities during the coming year include: (1) the development of procedures and strategies for comprehensive master planning for all postsecondary institutions in the state, (2) implementation of a program-oriented financial reporting system based on the program classification structure developed by the National Center for Higher Education Management Systems, (3) formula budgeting for the public senior institutions and (4) an update and expansion of the certificate and degree program inventory.

*Master Planning*

In implementing comprehensive master planning, steps were taken to identify representatives of various publics to serve on resource groups and/or technical committees. Proprietary interests are active participants in this planning enterprise. The activity is a partial implementation of the Coordinating Board for Higher Education's designation as the "1202 commission" for Missouri. Target date for the final draft of this master plan is spring 1978.

*Formula-based Budgeting Manual*

In 1976, the coordinating board approved a new formula-based budgeting manual for most noninstructional costs centers. Revisions in the guidelines applicable to new certificate and degree program requests include program definitions, a procedure relating programs requiring additional state funding to institutional budget requests and the appropriations process and the development of more specific applicability of policies and procedures for junior colleges and vocational/technical programs. The staff cooperated with the Department of Elementary and Secondary Education to insure the development of a submission document now common to both departments.

*Appropriations*

Appropriations from state general revenue funds for operating expenditures for state-supported junior and senior institutions increased from $205 million in 1975-76 to $228 million for 1976-77. This 11.2 percent increase is compared to an 8 percent increase for the previous year. Capital improvements appropriations for 1976-77 from revenue sharing funds amounted to $15 million compared to $14.4 million for 1975-76 (including supplemental appropriations).

*Management by Objectives Project:*

The coordinating board and the Department of Higher Education continue to participate in a management by objectives project under the auspices of the executive branch. The project is designed to implement management by objectives in each of the 14 departments of the executive branch as mandated by a constitutional amendment passed in August 1972. The coordinating board approved four management by objectives high-payback priorities for 1977 as follows:

*1) Student Data for Employment*

—To collect sociographic data on college students expecting to receive degrees or certificates from Missouri postsecondary institutions in spring 1977 who will be available at that time for full-time employment and, in cooperation with the Division of Employment Security, to distribute that basic data to every local job service office and to distribute summarized data to approximately 20,000 prospective employers in the state.

*2) Student Loan Default Reduction*

—To reduce outstanding guaranteed student loans of $8 million to $6.8 million by June 1977 for the purpose of reducing the guaranteed financial obligation of the state.

*3) Statewide Plan*

—To produce by March 22, 1977, the first draft of a state plan for postsecondary education, through the cooperative efforts of approximately 250 Missourians under the guidance of the coordinating board, for the

purposes of providing coordinated statewide policy development among the institutions of postsecondary education, improving services among these institutions, increasing efficiency in the use of educational resources and expanding postsecondary opportunity for the citizens of the state.

*4) Enrollment Data Collection*

—To collect enrollment by subject area from all public, private and proprietary institutions offering postsecondary education and to compare and analyze these enrollments with projected manpower needs data developed by others in order to make a report and recommendation to the coordinating board by April 1977 on needed program changes which will more adequately reflect existing and future employment opportunities within the state.

*2-year College Funding*

In 1975 the legislature passed a coordinating board-supported bill increasing the level of funding for public community/junior colleges to a maximum state aid eligibility of 50 percent of operating costs, if available and appropriate. The actual dollar amount is subject to institutional budget review and appropriations recommendations by the board. Differential funding for higher costs occupational/technical programs is also provided for by the new act.

*Financial Advisory Group (FATAG)*

In April 1975 the coordinating board requested that its advisory committee submit names of persons to serve on a Financial Affairs Technical Advisory Group (FATAG). This group has now become functional and has the basic responsibility of providing technical advice on financial matters of statewide significance. FATAG operates under specific charges to maintain continuity of dialogue between the institutions and the board on matters of funding, costing studies, data refinement for improved comparability and adequacy of reporting data. Staff from the Department of Higher Education have been assigned the responsibility of working closely with FATAG.

*Enrollments*

In comparison with enrollments reported in fall 1974 (190,339), enrollments for 1975 show an increase of 16,961 or 8.9 percent. As the statistical fault for 1973 was essentially one of overreporting, it seems reasonable to claim at least a 3 percent in on-campus headcount enrollments for fall 1976. As has been true for several years, the greatest growth was among the public junior colleges, now enrolling about 28.4 percent of all statewide enrollments. 1974 marks the second consecutive year that private sector colleges have, collectively, shown growth from a previous pattern of decline and it is possible that the growth is a consequence of the state student grant program administered by the Department of Higher Education.

*Student Aid*

The state student grant program provided approximately $3.8 million, including $412,000 of federal State Student Incentive Grant (SSIG) program funds, to 10,000 students in 57 public and private institutions in Missouri in 1975-76. The legislature provided $3.4 million again for 1976-77 and SSIG funding is anticipated to be at least $832,000. The volume of applicants has increased from 17,200 in 1974-75 to 24,000 for 1976-77. The grants provide the least of $900, one-half of tuition or actual need for undergraduate study. In a case decided in July 1976, the Missouri Supreme Court upheld the constitutionality of the student grant program against a challenge brought by private groups within the state.

*New Voc/Tech Section*

In keeping with the coordinating board's designation as the "1202 commission," a postsecondary occupation-technical education section has been created within the department. This section is responsible for all planning responsibilities created by the federal Education Amendments of

1972 and is working closely with various resource groups and technical committees involved in the development of the overall comprehensive master plan for this area. It is also currently drafting legislation to regulate the proprietary schools of Missouri, which is proceeding with appropriate input from the proprietary education interests within the state. The bill will be presented to the governor's office and should be prefiled for consideration in December 1976.

*Proprietary School Regulation*

*2-year College Laws Recodification*

The coordinating board has given its approval to a resolution recommending that the state junior/community colleges undertake drafting of a complete recodification of community/junior college laws. The project will be handled by representatives from the institutions themselves and when completed will be submitted to the legislature for enactment. Major publications by the department recently include a *Study of the Availability of Academic Programs in Missouri Colleges and Universities*, a revised *Policies and Procedures Manual for the Consideration of New Degree and Certificate Programs*, and a new *Budgeting Manual*, developed through the joint efforts of department staff and FATAG.

*Publications*

## NEW JERSEY

Board of Higher Education
225 West State Street
Trenton, New Jersey 08625
Ralph A. Dungan, Chancellor

*Budget Reduction and Impact*

The past year began with the reduction by the governor of the budget submitted by the Board of Higher Education from $388 million net state dollars to $270 million. Such a drastic reduction meant that enrollments would have had to be reduced by 26,500 students, tuition would have been raised by 50 percent for undergraduates and severe reductions in faculty would have very much limited the quality and variety of instruction which the institutions would have been able to offer. After six months of debate and thanks to an improved revenue outlook, the legislature enacted and the governor signed a budget for higher education which provided $307 million. Through extremely careful planning the colleges have found ways to live with this budget without drastic faculty layoffs and with almost full restoration of enrollments for all sectors except the community colleges. The latter will be able to accommodate this fall about 56,000 full-time equivalent (FTE) students, whereas this year their actual FTE enrollment is 66,400. Thus the higher education system will begin the 1976-77 academic year with minimal adjustment for inflation and, in effect, no new money beyond that.

*Budget and Enrollment Limitations*

*Enrollments*

It is, at this time, impossible to tell what effect the public uncertainty over the availability of funds for next year, and hence the number of openings which would exist, will have on final enrollments for fall 1976. The fall 1975 enrollment across the system of public and private colleges was up 9 percent with the entire growth concentrated in the public sector. The largest part of the growth was in the community colleges which enrolled 18 percent more than in the previous year. Undergraduate enrollments rose by 8 percent, while graduate and first professional students increased by only 1 percent. As between the public and the independent colleges, the public institutions now enroll 80 percent of the students attending college in New Jersey.

An analysis of the upper-division students at the four-year colleges reveals that there has been some movement away from the arts and sciences to

majors in business and other occupational fields. Two percent fewer students were in arts and science and the same percentage drop occurred in education majors. Engineering remained stable as did the health professions. Among community college students, one-third were in arts and sciences, one-third in career-occupational programs and the remaining third were unclassified. Among the career-occupational programs, the most popular were business and commerce technologies, health services, public services and mechanical and engineering technologies.

*Student Interest Shift*

During the academic year 1975-76 the Board of Higher Education approved 10 new programs at the public four-year colleges and 2 at the independent colleges. The community colleges launched five new programs, while six new graduate programs were approved—three in the public colleges and three in private institutions. The only doctoral program among these was in criminal justice offered at the school of criminal justice at Rutgers University.

*New Programs*

The Board of Higher Education authorized a contract with Fairleigh Dickinson University for the support of its dental school. For the year 1976-77 the support provided by the legislature will total $1.9 million. In the future support will be given to the school up to 90 percent of its operating deficit, provided that the funds are appropriated by the legislature. Fairleigh Dickinson is also entitled to assistance under the legislation enacted in 1972 which provided aid to certain independent colleges in the state for New Jersey undergraduate students.

*Contracts/Aid for Private*

## NORTH DAKOTA

Board of Higher Education
State Capitol Building
Bismarck, North Dakota 58505
Kenneth E. Raschke, Commissioner

As the North Dakota legislature meets during the first three months of the odd-numbered years, there has been no legislative session since the last annual report. An effort will be made, however, to comment on the progress being made in those activities upon which the report was based last year.

Reciprocity between Minnesota and North Dakota got under way in fall 1975 under which students from one state can attend approved institutions in the other through payment of the resident rates at those institutions. All the public institutions are involved except the trade-technical institutions and all subject areas are available except where separate contract arrangements exist such as medicine, veterinary medicine and dentistry. While reciprocity resulted in greater numbers of individuals shifting from one state to the other for college and university training, the numbers of full-time equivalent (FTE) students crossing into the neighboring state are not expected to vary greatly from the patterns of previous years. The total FTE's will not be known, however, until after completion of the first year which ends with the summer session. At that time the state having received the greater number of FTE students will be reimbursed by the other for the excess at the contract rate per student.

*Reciprocity*

Spring 1976 marked the graduation of the first medical students to complete their degree work under the "2-1-1 plan" established by the 1973 legislature. Under that plan students take their first two years of medicine at the two-year medical school at the University of North Dakota in Grand Forks,

*Medical Education*

the third at either the Rochester Clinic in Minnesota or the University of Minnesota medical school. They return to North Dakota to complete the fourth year at one of four area health education centers located in Grand Forks, Fargo, Bismarck and Minot. Having reached that milestone in North Dakota they will serve internships in the region. Hopefully, a larger number than in the past will return here to practice.

*Dental/Optometry Contracts*

The 1975 legislature authorized and funded contract programs in dentistry and optometry. In dentistry 20 spaces for new students became available annually, but last year, because the program was in its infancy, 16 of the spaces were filled. This fall 20 freshmen are expected to be enrolled, in addition to the 16 sophomores. The optometry program allows up to six freshmen per year. In the first year of its existence four students were placed under contract and six new students are contemplated this year.

*Appropriations Referral*

One year ago as this report was being written, petitions had been filed calling for the referral of the 1975-77 appropriations to the University of North Dakota, Grand Forks, that would have required a special election. Before such an election was scheduled, the state supreme court was requested to rule on whether or not the total state funding of the university could be cut off by the referral process. The court ruled that neither the voters nor the legislature could deny state funding to such a constitutionally created body and that action permitted the institution to operate as the legislature had intended. 1975 was the year also when a petition for an initiated measure was circulated and filed. It calls for the establishment of a $332 million ceiling on all state spending, about $110 million less than the current spending level. Passage would result in a 25 percent reduction in funding and the measure will be voted upon in September 1976. While some organizations have already begun a campaign in opposition, including higher education, the tempo of the opposition will become louder as the election nears.

*State Spending Ceiling*

*Collective Bargaining*

While no collective bargaining legislation was passed by the 1975 legislature, a number of bills were defeated. In 1977 further efforts are expected to be made and among the bills anticipated is one being drawn by the higher education sector. At present a committee is in the early stages of drafting such a document.

*Regional Veterinary School*

A regional veterinary school has been under consideration this past year that proposes to serve the states of Nebraska, Wyoming, Montana and the two Dakotas. The study thus far reveals that a regional school can be funded at a total cost approximating that currently being spent by the five states in contracting for the training of veterinary students. The Board of Higher Education has voted in favor of the concept and has encouraged an indepth study of the proposal.

*Computers*

For several years computers have been used extensively at three of the institutions under the jurisdiction of the board. Terminals have seen rather limited use at the other state colleges. In an effort to make the system more efficient and less duplicative, the board established a freeze on the acquisition of further equipment until a study being conducted by a national accounting firm is completed One of the recommendations will be to center responsibility for the computer system in the office of the commissioner. A search is currently under way for a director to administer the proposed system.

A state classification system for nonprofessional staff has been established.

As of July 1, 1976 the classified employees of the state institutions of higher learning were shifted from the college and university system to the state system.

*Classification System*

**OREGON**

Educational Coordinating Commission
4263 Commercial Street, SE
Salem, Oregon 97310
T. K. Olson, Executive Director

Since September 1975, when the seven commission members were sworn in by the governor under the statute adopted by the 1975 legislature, the commission has completed action in several areas of its prescribed responsibilities. The commission adopted administrative rules and developed guidelines for program review jointly with the Boards of Education and Higher Education Since January 1976, 15 proposed programs and 1 location have been reviewed. None was determined to have an adverse impact on another segment of education, so the commission's final authority for approval or disapproval was not required. However, several policy areas were identified of intersegmental concern and recommendations were made to the concerned governing boards.

*Program Review*

Administrative rules were adopted for the degree-granting authority function, which previously had been administered by the Board of Education with licensing of proprietary schools. The statute covers certain private and out-of-state institutions. The commission reviewed and approved 11 new degree programs at 3 institutions and other degree-granting requests are still under review. Under its new budget review and assessment responsibility, the commission adopted review procedures and will make recommendations to the governor and the legislature on priorities for allocating the total amounts of money available for education in the 1977-79 biennium. The budget report will make comparative cost analyses using as much information exchange procedures (IEP) data as is available from community colleges and public four-year institutions.

*Degree-granting Authority*

*Program/Budget Review*

Eight priority policy areas were identified and have been the focus of commission studies, to be included in the commission's budget advice to the governor and the legislature These are enrollment, adult and continuing education, student instruction fees, financial aid, general fund share in state operating formulas, general fund share in state construction formulas, relationship of federal funds to state support and new educational activities. As the first step in its planning responsibilities, the commission has developed comprehensive goals for education in Oregon to be adopted on an interim basis in September. Both state boards, as well as representatives of many education interest groups, had an opportunity to be involved in development of the proposed goals and objectives. In the next biennium, the commission expects to review the goals and expectations of Oregon citizens for education in the state through public forums throughout the state.

*Priority Studies*

*Planning and Goals*

The commission coordinated nine comprehensive surveys for the Higher Education General Information Survey (HEGIS) and serves as the central source for the Oregon information on public and private postsecondary institutions. The commission also administered two other surveys—the high school preference survey of seniors to determine their post-high school plans to assist state-level and institutional planning and a followup survey each

*Surveys*

*Information Exchange*

year to find out what these seniors actually did and to provide them with an opportunity to assess the degree and quality of career preparation afforded by their high school experience. The commission also has worked with staffs of the Boards of Education and Higher Education as the community colleges and the public four-year institutions develop information exchange procedures (IEP) data on program costs so that the IEP data will be comparable across segments.